



**WEST CHESTER AREA SCHOOL DISTRICT
Pupil Services and Education Committees**

January 13, 2020

6:30 p.m. Spellman Education Center

REGULAR SESSION MEETING

AGENDA

Pupil Services Committee:

- ★ Approval of the Pupil Services Committee Meeting Minutes of November 11, 2020 (see attached) J. Chester
- ★ Approval of Updated Berks Deaf & Hard of Hearing Services Contract L. Ranieri
- ★ Approval of PTS (Pediatric Therapeutic Services) Three Year Contract L. Ranieri
- Safe 2 Say Something S2SS Presentation L. Ranieri

Education Committee:

- ★ Approval of the Education Committee Meeting Minutes of November 11, 2019 (see attached) S. Tiernan
- ★ Approval of Revised Administrative Guideline 918AG1 – Title I Parent and Family Engagement Guidelines (see attached) T. Florio
- ★ Approval of Revised Administrative Guideline 918AG2 – Title I Parent and Family Engagement School-Parent and Family Compacts (see attached) T. Florio
- Curriculum Proposal Requests for 2020-2021(see attached) T. Florio
K. Barnello
D. Dinsmore
C. Eagles
P. Joyce
I. Kerr
R. Mitchell

★ Committee Voting Item

Committee Protocol for Responding to Comments from the Public:

1. *A community member will be called upon by the Committee Chair.*
2. *If the comment can be answered quickly, or in order to clarify information, someone will respond.*
3. *If a community member has a more detailed question about a topic, the committee chair may refer the person to the superintendent or appropriate administrator to make an appointment so the question can be answered in more detail.*

Pupil Services Meeting Minutes
November 11, 2019
Pupil Services Committee Meeting

Attended:

Attending Committee Members: Joyce Chester, Sue Tiernan, Chris Tabakin, Randell Spackman

Other Board Members: Karen Herrmann, Kate Shaw, Chris McCune

Administration: Tammi Florio, Robert Sokolowski, Sara Missett, Michael Wagman, Jim Scanlon

Ms. Chester opened the meeting at 6:31 pm.

Items listed on the Pupil Services Committee Regular Agenda of November 11, 2019:

1. October 14, 2019 Pupil Services Committee Minutes Approval
2. Future Readiness Course Proposal Approval
3. Program Recommendations for 2020-21

A. Actions and Outcomes:

1. October 14, 2019 Pupil Services Committee Minutes Approval vote: 4-0
2. Future Readiness Course Proposal Approval vote: 4-0

B. Items to be placed on upcoming Board Agenda:

C. Items to be placed on the Consent Agenda:

1. Future Readiness Course Proposal Approval

D. Items to be discussed at a later date:

None

The meeting ended at 7:05 pm.

Next Meeting: Monday, January 13, 2020 – 6:30 pm



West Chester Area School District
EDUCATION COMMITTEE

Meeting Minutes
November 11, 2019

Start: 7:07 PM

Finish: 8:10 PM

Attending Committee Members: Sue Tiernan, Joyce Chester, Randell Spackman,
M. Christopher Tabakin

Other Board Members: Chris McCune, Karen Herrmann, Kate Shaw

Administration: Jim Scanlon, Robert Sokolowski, Sara Missett, Tammi Florio, Michael Wagman,
Ian Kerr, Donna Foley, Melody Dunn – SMS Music Teacher

Items listed on the Education Committee Regular Agenda of November 11, 2019:

1. Approval of the Education Committee Meeting Minutes of October 14, 2019
2. Approval of Proposed 2020-2021 School Calendar
3. Approval of New Unified Art Elective Course Proposal – *Innovative Coding*
4. Approval of New Unified Art Elective Course Proposal – *Junior Entrepreneur*
5. Approval of New Unified Art Elective Course Proposal – *Guitar*
6. Review of Plan to Include Career Internships on High School Transcripts
7. Approval of New Administrative Guideline 217AG1 - Application for Diploma for Eligible Veterans
8. Approval of Revised Policy 217 – Graduation Requirements
9. Late Start Time Taskforce Update

A. Committee Actions and Outcomes:

1. Approval of the Education Committee Meeting Minutes of October 14, 2019
VOTE: 4 - 0
2. Approval of Proposed 2020-2021 School Calendar **VOTE: 4 - 0**
3. Approval of New Unified Art Elective Course Proposal – *Innovative Coding* **VOTE: 4 - 0**
4. Approval of New Unified Art Elective Course Proposal – *Junior Entrepreneur* **VOTE: 4 - 0**
5. Approval of New Unified Art Elective Course Proposal – *Guitar* **VOTE: 4 - 0**
6. Approval of New Administrative Guideline 217AG1 - Application for Diploma for Eligible Veterans **VOTE: 4 - 0**
7. Approval of Revised Policy 217 – Graduation Requirements **VOTE: 4 - 0**

B. Items to be placed on upcoming Board Agenda:

1. Approval of Proposed 2020-2021 School Calendar
2. Approval of New Unified Art Elective Course Proposal – *Innovative Coding*
3. Approval of New Unified Art Elective Course Proposal – *Junior Entrepreneur*
4. Approval of New Unified Art Elective Course Proposal – *Guitar*
5. Approval of New Administrative Guideline 217AG1 - Application for Diploma for Eligible Veterans
6. Approval of Revised Policy 217 – Graduation Requirements

C. Items to be placed on the upcoming Board Consent Agenda:

1. Approval to Establish the following Account(s):

- Rustin HS Cross Fit
- Henderson HS Jewish Student Union (JSU)

2. Approval to Terminate the following Account(s):

- East HS Red Cross

3. Approval of the following Study / Excursion trip(s):

- East HS Golf – York, PA – Sun-Tues 10/20/19-10/22/19*
- East HS Girls Cross Country – Hershey, PA – Fri-Sat 11/1-11/2/19*
- East HS Boys Cross Country – Hershey, PA – Fri-Sat 11/1-11/2/19*
- Henderson HS Boys/Girls Cross Country – Hershey, PA – Fri-Sat 11/1-11/2/19*
- Henderson HS Girls Basketball – Washington, DC – Fri-Sat 12/13-12/14/19*
- Rustin HS Military History/Holocaust – London, Normandy, Versailles, Paris – Mon-Wed 6/21-6/30/21

D. Items to be discussed at a later date:

None

Book	Policy Manual
Section	900 Community
Title	Title I Parent and Family Engagement Guidelines
Code	918AG1
Status	First Reading
Adopted	August 1, 2015
Last Revised	March 25, 2019

Families, parents, and guardians of Title I students shall be invited and encouraged to attend an annual meeting.

- The goals and purposes of the Title I program will be explained, including the requirements and rights for parents to be involved.
- Families, parents, and guardians shall be given the opportunity to participate in the planning, review, and improvement of the program.
- The school will educate staff with the assistance of families, parents, and guardians regarding Parent Family Engagement best practices to strengthen the home school partnership.
- The school will coordinate its parent involvement plans to encourage families to fully participate in the education of their child.

The **school and** district will provide opportunities to meet at different times of the day for those who are unable to attend the annual meeting. At these meetings, families, parents, and guardians shall be provided:

1. Information about programs provided under Title I.
2. Description and explanation of the curriculum the academic assessment used to measure student progress, and the achievement levels students are expected to meet according to state and District standards.
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
4. Opportunities to plan, review, and improve the school and District Title 1 program.
5. Opportunities to meet with the classroom and Title I teachers to discuss their child's progress.
6. Guidance to assist at home in the education of their child.

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:

- Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.
- Communicate with parents and family members about the plan and seek their input.
- Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds.
- Analyze and share the results of the Title I Parent/Family Survey.
- Post school performance data on the district's website.
- Distribute and discuss the School-Parent and Family 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.

- Actively recruit parents and family members to participate in school review and improvement planning.
- Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings.

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.

Building Capacity for Parent and Family Engagement

The **school and** 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. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.
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.
 - 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, 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.
4. Engage the HSA/PTO to actively seek out and involve parents and family members.
5. Adopt and implement model approaches to improving parent and family engagement.
6. Engage community-based organizations and businesses in parent and family engagement activities.

Coordinating Parent and Family Engagement Strategies

The **school and** 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.

The school and district will ensure that to the extent practical information is sent to parents and families in a language they can understand.

Annual Parent and Family Engagement Policy Evaluation

The **school and** 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.

The evaluation shall identify:

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. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.

3. Strategies to support successful school and parent and family interactions.

The **school and** 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.

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.

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:

- Supporting schools in providing professional development for the district and school personnel regarding parent and family engagement strategies.
- Supporting programs that reach parents and family members at home, in the community, and at school.
- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- Collaborating with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- 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 of the implementation of this policy and guidelines shall be maintained.

School-Parent and Family Compact

Each school in the district receiving Title I funds shall jointly develop with families, parents, and guardians of students served in the program a School-Parent and Family Compact outlining their shared responsibility for improved student achievement in meeting academic standards.

The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet and families to understand the district and state academic standards.
2. Indicate the ways in which families, parents, and guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.
3. Address the importance of parent-teacher communication on an ongoing basis through, at a minimum, parent-teacher conferences, frequent reports to families, parents, and guardians and reasonable access to staff.
4. Explain how the school will provide materials and training to help parents work with their children to improve achievement and to foster parent involvement.

See 918AG2 for Title I Parent and Family Engagement School-Parent and Family Compacts.

Legal

[20 U.S.C. 6318](#)

Pol. 102

[20 U.S.C. 6312](#)

Pol. 138

Pol. 916

Pol. 127

Pol. 814

Pol. 333

[20 U.S.C. 7845](#)

[29 U.S.C. 3271 et seq](#)

[29 U.S.C. 701 et seq](#)

[42 U.S.C. 11301 et seq](#)

[42 U.S.C. 9831 et seq](#)

Pol. 212



Book	Policy Manual
Section	900 Community
Title	Title I Parent and Family Engagement School-Parent and Family Compacts
Code	918AG2
Status	First Reading
Adopted	March 25, 2019

Title I Parent and Family Engagement School-Parent and Family Compacts for East Bradford ES, ~~East Goshen ES~~, Fern Hill ES, Glen Acres ES, and Hillsdale ES, and **Westtown-Thornbury ES** can be accessed by clicking on the documents below.

 [EB Compact and PFE 19-20 Eng.pdf \(167 KB\)](#)

 [EB Compact and PFE 19-20 Spa.pdf \(185 KB\)](#)

 [FH Compact and PFE 19-20 Eng.pdf \(139 KB\)](#)

 [FH Compact and PFE 19-20 Spa.pdf \(212 KB\)](#)

 [GA Compact and PFE 19-20 Eng.pdf \(127 KB\)](#)

 [GA Compact and PFE 19-20 Spa.pdf \(133 KB\)](#)

 [HD Compact and PFE 19-20 Eng.pdf \(136 KB\)](#)

 [HD Compact and PFE 19-20 Spa.pdf \(140 KB\)](#)

 [WT Compact and PFE 19-20 Eng.pdf \(167 KB\)](#)

 [WT Compact and PFE 19-20 Spa.pdf \(145 KB\)](#)

**EAST BRADFORD ELEMENTARY SCHOOL
TITLE I
SCHOOL – PARENT AND FAMILY COMPACT**

The East Bradford Elementary School family which includes teachers, parents and students will join together to provide a cooperative learning environment that will enable every student to achieve his/her potential. Each member of this family has a responsibility to fulfill his part of the compact.

THE SCHOOL WILL:

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

THE PARENT AND FAMILY WILL:

- Create a home atmosphere that supports learning.
- Send the student to school on time, well-fed, and well-rested on a regular basis.
- Monitor school assignments and give support where needed.
- Attend school functions and conferences.
- Encourage their child to show respect for all members of the school community and school property.
- Review all school communications and respond promptly.

THE STUDENT WILL:

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

Child's Signature: _____

Parent's Signature: _____

Teacher's Signature: _____

11.12.19

WEST CHESTER AREA SCHOOL DISTRICT

**TITLE I
2019-20**



EAST BRADFORD ELEMENTARY SCHOOL

820 Frank Road
West Chester, PA 19380
484-266-2100

**EAST BRADFORD ELEMENTARY
TITLE I PARENT FAMILY ENGAGEMENT 2019-20**

What is Title I?

- Title I is the largest federal aid program that provides funding for extra help in reading and/or math. Funded under Every Student Succeeds Act, the goal of Title I is to support a high quality education for every child.

How does the West Chester Area School District benefit from this funding?

- The West Chester Area School District receives money based on the overall poverty level of the district, based on census information.
- Eligible elementary schools in our district receive money for supplemental reading services in grades K-5. School eligibility is based on the number of children involved in the federal free and reduced lunch program.
- Any student who attends an eligible school may be eligible for Title 1 reading support regardless of financial need.

What are the Title I reading services in WCASD?

- The WCASD Title I Program offers supplementary reading instruction in all eligible elementary schools.
- A variety of teaching methods and materials through small group or individual instruction is provided within the regular classroom or pull-out environment, depending on the student's reading needs.

How are students selected for Title I?

- Eligibility for Title I assistance is determined by grade-specific indicators of need. These indicators include DIBELS, PSSA, and other diagnostic assessments.
- Throughout the school year, the building reading team in collaboration with the teachers identify students who would benefit from reading support.

How are parents informed of the Title I program?

- In the fall the reading specialists in the eligible buildings determine the children who will benefit the most from reading support and develop schedules to provide that support.
- Letters are then sent home notifying parents. Parents can contact the school with any questions about support. The first Title I Parent meeting in the fall further explains the Title I program.

How do the Title I funds benefit parents?

- Title I funds are used to provide informational programs for parents whose children are receiving additional reading support through Title I. District-wide meetings and school meetings are offered each year to support family literacy activities. Second language assistance is available if needed.

How are parents involved in the Title I program?

- Research shows that children do better in school when their parents are involved in their education throughout the school years. Parents are encouraged to participate in all Title I meetings.
- Each year, parents receive a school-parent-student compact which highlights our cooperative relationship in education.
- Also, the district-wide Title I Parent Advisory Council welcomes and encourages all parent participation. The reading specialists attend each parent conference and can address questions about the program and individual students.

What does the Title I program look like in my school?

- At East Bradford, the reading specialists and the classroom teachers work together to identify children who qualify for the program.
- The reading specialist is in regular contact with the teacher to plan and coordinate lessons and to discuss the progress of the students. She/He is also responsible for documenting student test scores and eligibility for the program.
- At East Bradford we strive for a partnership between family and school. Student achievement is greater when literacy is valued and encouraged at home. The reading specialist often sends materials home for practice or offers suggestions to parents. We welcome communication and involvement between home and school.

How do parents know if their child is making progress?

- Trimester progress reports are sent home along with the district report card.
- The reading specialists participate in the two parent-teacher conferences held in the fall and winter.
- Parents are encouraged to contact the reading specialist at any time for information about their child's progress.

How do parents know about the curriculum and assessments used to monitor a child's progress?

- Parents are encouraged to come to Back to School Night in the fall when the teachers outline the curriculum and their expectations.
- Curriculum, assessments, and progress are discussed at conference time. In addition, the PSSA results are mailed home.
- Parents may contact the teacher or reading specialist via phone or email at any time for more information.

How does the school help parents understand the Pennsylvania State Standards and state assessments?

- Parents can check the district web-site for information about our K-5 standards based report card. Additional information can be obtained at the Pennsylvania Department of Education webpage.

**ESCUELA PRIMARIA EAST BRADFORD
PACTO DE ESCUELA – PADRES Y FAMILIAS
TÍTULO I**

La familia de la Escuela East Bradford la cual incluye maestros, padres y estudiantes se unirá para proporcionar un ambiente de aprendizaje cooperativo que le permitirá a todo estudiante lograr su potencial. Cada miembro de esta familia tiene la responsabilidad de desempeñar su parte del pacto.

LA ESCUELA:

- tratará a cada niño con dignidad y respeto.
- se esforzará por atender las necesidades individuales de cada estudiante.
- reconoce que los padres son vitales para el éxito del estudiante y la escuela.
- proporcionará un medio ambiente de aprendizaje seguro, positivo y saludable.
- le asegurará a cada estudiante acceso a una experiencia de aprendizaje de calidad.
- se asegurará que el personal de la escuela comunica expectativas claras para el rendimiento a ambos, estudiantes y padres.

LOS PADRES Y LAS FAMILIAS:

- crearán una atmósfera en la casa que apoye el aprendizaje.
- enviarán al estudiante a la escuela a tiempo, bien alimentado y bien Descansado regularmente.
- supervisarán asignaciones de la escuela y ayudarán donde se necesite.
- asistirán a las funciones y conferencias de la escuela.
- exhortarán a su hijo(a) a mostrar respeto hacia todos los miembros de la comunidad escolar y la propiedad de la escuela.
- examinarán todas las comunicaciones de la escuela y responderán prontamente.

EL ESTUDIANTE:

- llegará a la escuela a tiempo.
- desarrollará una actitud positiva hacia la escuela.
- será responsable de completar la tarea a tiempo.
- cooperará llevando a cabo las instrucciones del maestro y pidiendo ayuda cuando la necesite.
- hará diariamente un trabajo limpio y que demuestra el mejor esfuerzo del estudiante.
- será respetuoso con todos los miembros de la escuela y con la propiedad de la escuela.

Firma del niño(a): _____

Firma del padre: _____

Firma del/de la maestro/a: _____

11.12.19

**DISTRITO ESCOLAR DEL ÁREA DE
WEST CHESTER**

**TÍTULO I
2019-20**



ESCUELA PRIMARIA EAST BRADFORD
820 Frank Road
West Chester, PA 19380
484-266-2100

ESCUELA PRIMARIA EAST BRADFORD 2019-20

PADRE DE COMPROMISO FAMILIAR TÍTULO I

¿Qué es Título I?

- Título I es el programa más grande de ayuda federal que proporciona financiación para ayuda extra en lectura y/o matemática. Fundado bajo Every Student Succeeds Act la meta de Título I es proporcionar una educación de alta calidad para todos los niños.

¿Cómo se beneficia el Distrito Escolar del Área de West Chester de esta financiación?

- El Distrito Escolar del Área de West Chester (WCASD) recibe dinero basado en el nivel general de pobreza del distrito, basado en la información del censo.
- Las escuelas primarias que son elegibles en nuestro distrito reciben dinero para servicios suplementarios de lectura en los grados K-5. La elegibilidad de la escuela está basada en la cantidad de niños participando en el programa federal de almuerzo gratis y reducido.
- Todo estudiante que asiste a una escuela elegible puede ser elegible para apoyo de lectura Título I sin tener que ver la necesidad financiera.

¿Qué son los servicios de lectura Título I en WCASD?

- El Programa Título I del WCASD ofrece instrucción de lectura suplementaria en todas las escuelas primarias elegibles.
- Una variedad de métodos y materiales de enseñanza a través de instrucciones en pequeños grupos o individuales es proporcionada dentro o fuera del ambiente del aula regular, dependiendo de las necesidades de lectura del estudiante.

¿Cómo son elegidos los estudiantes para Título I?

- La elegibilidad para asistencia Título I se determina por medio de indicadores de necesidad específicos al grado del estudiante. Estos indicadores incluyen DIBELS (Indicadores Dinámicos de Habilidades de Alfabetismo Tempranas Básicas), PSSA (Sistema de Pennsylvania de Evaluación de Escuelas), (evaluaciones formativas), e inventarios informales de lectura (QRI).
- En la primavera, el equipo de lectura de la escuela en colaboración con los maestros, identifican estudiantes que se beneficiarían de recibir apoyo con la lectura el año siguiente.

¿Cómo son informados los padres sobre el Programa Título I?

- En el otoño los especialistas de lectura en las escuelas elegibles determinan quiénes son los estudiantes con más necesidad en lectura y desarrollan horarios para el apoyo con la lectura. Aquellos que son enseñados por maestros Título I se convierten en estudiantes Título I.
- Entonces cartas notificando a los padres son enviadas a la casa. Los padres que no quieren este apoyo pueden optar no recibir Título I pero apoyo del distrito pudiera todavía ser requerido. La primera reunión de Padres Título I en el otoño explica más el programa Título I. En esta reunión los padres tienen una oportunidad de hablar directamente con el especialista de lectura Título I en su escuela.

¿Cómo benefician a los padres los fondos Título I?

- Los fondos Título I se usan para proporcionar programas informativos para padres cuyos hijos están recibiendo apoyo adicional en lectura a través de Título I. Cada año se ofrecen dos reuniones en la escuela y una reunión para el distrito entero para apoyar actividades de alfabetismo para la familia.
- Para la reunión del distrito hay disponible transportación y cuidado de niño al igual que asistencia de un segundo idioma. Los niños pueden escoger un libro gratis a la conclusión de la reunión para el distrito.

¿Cómo participan los padres en el Programa Título I?

- Investigaciones demuestran que el rendimiento de los niños en la escuela es mejor cuando sus padres participan en su educación a través del año escolar.
- Cada año, los padres tienen la oportunidad de examinar el pacto Título I de la escuela. El Consejo Consultivo de Padres del distrito entero acoge y exhorta toda participación de padres. Los especialistas de lectura asisten a todas las conferencias de padres y pueden contestar preguntas sobre el programa y sobre estudiantes individuales.
- A los padres se les exhorta a que participen en todas las reuniones Título I.

¿Cómo es el Programa Título I en mi escuela?

- En East Bradford, el especialista de lectura de la escuela, el especialista de lectura de los grados K-2, y la especialista de lectura Título I trabajan juntos para identificar a niños que son elegibles para el programa. Una vez identificados, la oficina Título I del distrito envía una carta a los padres explicándoles que su hijo(a) es elegible para recibir apoyo con la lectura de la especialista de lectura Título I. En algunos casos ayuda adicional para los estudiantes Título I también pudiera ser dada por otro especialista de lectura de la escuela.
- La especialista Título I está en contacto regular con el maestro para planear y coordinar lecciones y para hablar del progreso de los estudiantes. Ella también es responsable de documentar las puntuaciones de los exámenes de los estudiantes y la elegibilidad al programa.
- En East Bradford aspiramos a una asociación entre la familia y la escuela. El rendimiento del estudiante es mayor cuando el alfabetismo se valora y se fomenta en la casa. El especialista de lectura frecuentemente envía materiales a la casa como práctica u ofrece sugerencias a los padres. Nosotros acogemos la comunicación y la participación entre la casa y la escuela.

¿Cómo saben los padres si su hijo(a) está progresando?

- Reportes estudiantiles Título I se envían a la casa junto con los reportes estudiantiles del distrito.
- Los especialistas de lectura participan en dos conferencias de padres y maestros que se llevan a cabo en el otoño y el invierno.
- A los padres se les exhorta a que contacten al especialista de lectura en cualquier momento para informarse sobre el progreso de su hijo(a).

¿Cómo saben los padres sobre el currículo y las evaluaciones usadas para observar el progreso de un niño?

- A los padres se les exhorta a que vengan a "Back to School Night" (La Noche de Regresar a la Escuela) en el otoño cuando los maestros dan una idea general del currículo y las expectativas.
- En el tiempo de conferencia se habla del currículo, de las evaluaciones, y el progreso. Además, los resultados del PSSA son enviados a la casa por el correo.
- Para más información, los padres pueden contactar en cualquier momento al maestro o al especialista de lectura por teléfono o email.

¿Cómo ayuda la escuela a los padres a comprender los Estándares del Estado de Pennsylvania y las evaluaciones del Estado?

- Los padres pueden chequear el sitio web del distrito para información sobre nuestro reporte estudiantil basado en estándares para los grados K-5.

**FERN HILL ELEMENTARY SCHOOL
TITLE I
SCHOOL – PARENT AND FAMILY COMPACT**

The Fern Hill School family which includes teachers, parents and students will join together to provide a cooperative learning environment that will enable every student to achieve his/her potential. Each member of this family has a responsibility to fulfill his part of the compact.

THE SCHOOL WILL:

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

THE PARENT AND FAMILY WILL:

- Create a home atmosphere that supports learning.
- Send the student to school on time, well-fed, and well-rested on a regular basis.
- Monitor school assignments and give support where needed.
- Attend school functions and conferences.
- Encourage their child to show respect for all members of the school community and school property.
- Review all school communications and respond promptly.

THE STUDENT WILL:

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

Child's Signature: _____

Parent's Signature: _____

Teacher's Signature: _____

11.12.19

WEST CHESTER AREA SCHOOL DISTRICT

**TITLE I
2019-2020**



FERN HILL ELEMENTARY SCHOOL
915 Lincoln Avenue
West Chester, PA 19380
484-266-1600

**FERN HILL ELEMENTARY
TITLE I PARENT AND FAMILY ENGAGEMENT 2019-2020**

What is Title I?

- Title I is the largest federal aid program that provides monies for extra help in reading and/or math.
- Funded under the Every Student Succeeds Act, the goal of Title I is to support a high quality education for every child.

How does the West Chester Area School District benefit from this funding?

- The West Chester Area School District receives money based on the overall poverty level of the district, which is based on census information.
- Eligible elementary schools in our district receive money for supplemental reading services in grades K-5. School eligibility is based on the number of children involved in the federal free and reduced lunch program.
- Any student who attends an eligible school may be eligible for Title 1 reading support regardless of financial need.

What are the Title I reading services in WCASD?

- The WCASD Title I Program offers supplementary reading instruction in all eligible elementary schools.
- A variety of teaching methods and materials through small group or individual instruction is provided within the regular classroom or pull-out environment, depending on the student's reading needs.

How are students selected for Title I?

- Eligibility for Title I assistance is determined by grade-specific indicators of need. These indicators include DIBELS, PSSA, and other diagnostic assessments.
- Throughout the school year, the building reading team in collaboration with the teachers identifies students who would benefit from reading support the following school year.

How are parents informed of the Title I program?

- Throughout the year, the reading specialists in the eligible buildings determine the children who will benefit the most from reading support and develop schedules to provide that support.
- Letters are then sent home notifying parents. Parents can contact the school with any questions about support. The first Title I Parent meeting in the fall further explains the Title I program.

How do the Title I funds benefit parents?

- Title I funds are used to provide informational programs for parents whose children are receiving additional reading support through Title I. School and district-wide meetings are offered throughout the year to support family literacy activities. Second language assistance is available. The reading team educates staff regarding parent and family engagement

How are parents involved in the Title I program?

- Research shows that children do better in school when their parents are involved in their education throughout the school years. Parents are encouraged to participate in all Title I meetings to review, plan, and improve the program, including family engagement.
- Each year, parents receive a school-parent-student compact which highlights our cooperative relationship in education.
- Also, the district-wide Title I Parent Advisory Committee welcomes and encourages all parent and family participation. The reading specialists attend parent conferences and can address questions about the program and individual students.

What does the Title I program look like in my school?

- At Fern Hill, the reading specialists and the classroom teachers work together to identify children who qualify for the program.
- The reading specialist is in regular contact with the teacher to plan and coordinate lessons and to discuss the progress of the students. She/he is also responsible for documenting student test scores and eligibility for the program.
- At Fern Hill, we strive for a partnership between family and school. Student achievement is greater when literacy is valued and encouraged at home. The reading specialist often sends materials home for practice or offers suggestions to parents. We welcome communication and involvement between home and school.

How do parents know if their child is making progress?

- Progress reports are sent home along with the district trimester report card.
- The reading specialists participate in the two parent-teacher conferences held in the fall and winter.
- Parents are encouraged to contact the reading specialist at any time for information about their child's progress. Parents have opportunities for regular meetings to make decisions about their child's education.

How do parents know about the district curriculum and assessments used to monitor a child's progress?

- Parents are encouraged to come to Back to School Night at the start of the school year when the teachers outline the curriculum and assessment expectations.
- Curriculum, standards, assessments, and progress are further discussed at conference time. PSSA results are mailed home, and student grades can be accessed online through the parent portal for students in grades 3-5.
- Parents may contact the teacher or reading specialist via phone or email at any time for more information.

How does the school help parents understand the Pennsylvania Core Standards and state assessments?

- Teachers discuss state standards and assessments at Back to School Night and at conference time. Parents can also check the district web-site for information about our K-2 standards based report card.

**ESCUELA PRIMARIA FERN HILL
PACTO DE ESCUELA – PADRES Y FAMILIAS
TÍTULO I**

La familia de la Escuela Fern Hill la cual incluye maestros, padres y estudiantes se unirá para proporcionar un ambiente de aprendizaje cooperativo que le permitirá a todo estudiante lograr su potencial. Cada miembro de esta familia tiene la responsabilidad de desempeñar su parte del pacto.

LA ESCUELA:

- tratará a cada niño con dignidad y respeto.
- se esforzará por atender las necesidades individuales de cada estudiante.
- reconoce que los padres son vitales para el éxito del estudiante y la escuela.
- proporcionará un medio ambiente de aprendizaje seguro, positivo y saludable.
- le asegurará a cada estudiante acceso a una experiencia de aprendizaje de calidad.
- se asegurará que el personal de la escuela comunica expectativas claras para el rendimiento a ambos, estudiantes y padres.

LOS PADRES Y LAS FAMILIAS:

- crearán una atmósfera en la casa que apoye el aprendizaje.
- enviarán al estudiante a la escuela a tiempo, bien alimentado y bien Descansado regularmente.
- supervisarán asignaciones de la escuela y ayudarán donde se necesite.
- asistirán a las funciones y conferencias de la escuela.
- exhortarán a su hijo(a) a mostrar respeto hacia todos los miembros de la comunidad escolar y la propiedad de la escuela.
- examinarán todas las comunicaciones de la escuela y responderán prontamente.

EL ESTUDIANTE:

- llegará a la escuela a tiempo.
- desarrollará una actitud positiva hacia la escuela.
- será responsable de completar la tarea a tiempo.
- cooperará llevando a cabo las instrucciones del maestro y pidiendo ayuda cuando la necesite.
- hará diariamente un trabajo limpio y que demuestra el mejor esfuerzo del estudiante.
- será respetuoso con todos los miembros de la escuela y con la propiedad de la escuela.

Firma del niño(a): _____

Firma del padre: _____

Firma del/de la maestro/a: _____

11.12.19

**DISTRITO ESCOLAR DEL ÁREA DE
WEST CHESTER**

**TÍTULO I
2019-20**



ESCUELA PRIMARIA FERN HILL
915 Lincoln Avenue
West Chester, PA 19380
484-266-1600

ESCUELA PRIMARIA FERN HILL
PLAN DE PARTICIPACIÓN PARENTAL TÍTULO I 2019-20

¿Qué es Título I?

- Título I es el programa más grande de ayuda federal que proporciona financiación para ayuda extra en lectura y/o matemática.
- Fundado bajo Every Student Succeeds Act, la meta de Título I es proporcionar una educación de alta calidad para todos los niños.

¿Cómo se beneficia el Distrito Escolar del Área de West Chester de esta financiación?

- El Distrito Escolar del Área de West Chester (WCASD) recibe dinero basado en el nivel general de pobreza del distrito, basado en la información del censo. Las escuelas primarias que son elegibles en nuestro distrito reciben dinero para servicios suplementarios de lectura en los grados K-5.
- La elegibilidad de la escuela está basada en la cantidad de niños participando en el programa federal de almuerzo gratis y reducido.
- Todo estudiante que asiste a una escuela elegible puede ser elegible para apoyo de lectura Título I sin tener que ver la necesidad financiera.

¿Qué son los servicios de lectura Título I en WCASD?

- El Programa Título I del WCASD ofrece instrucción de lectura suplementaria en todas las escuelas primarias elegibles.
- Una variedad de métodos y materiales de enseñanza a través de instrucciones en pequeños grupos o individuales es proporcionada dentro o fuera del ambiente del aula regular, dependiendo de las necesidades de lectura del estudiante.

¿Cómo son elegidos los estudiantes para Título I?

- La elegibilidad para asistencia Título I se determina por medio de indicadores de necesidad específicos al grado del estudiante. Estos indicadores incluyen DIBELS (Indicadores Dinámicos de Habilidades de Alfabetismo Tempranas Básicas), PSSA (Sistema de Pennsylvania de Evaluación de Escuelas), e inventarios informales de lectura (QRI).
- En la primavera, el equipo de lectura de la escuela en colaboración con los maestros, identifican estudiantes que se beneficiarían de recibir apoyo con la lectura el año siguiente.

¿Cómo son informados los padres sobre el Programa Título I?

- En el otoño los especialistas de lectura en las escuelas elegibles determinan quiénes son los estudiantes con más necesidad en lectura y desarrollan horarios para el apoyo con la lectura. Aquellos que son enseñados por maestros Título I se convierten en estudiantes Título I.
- Entonces cartas notificando a los padres son enviadas a la casa. Los padres que no quieren este apoyo pueden optar no recibir Título I pero apoyo del distrito pudiera todavía ser requerido. La primera reunión de Padres Título I en el otoño explica más el programa Título I. En esta reunión los padres tienen una oportunidad de hablar directamente con el especialista de lectura Título I en su escuela.

¿Cómo benefician a los padres los fondos Título I?

- Los fondos Título I se usan para proporcionar programas informativos para padres cuyos hijos están recibiendo apoyo adicional en lectura a través de Título I. Cada año se ofrecen dos reuniones en la escuela y una reunión para el distrito entero para apoyar actividades de alfabetismo para la familia. Para la reunión del distrito hay disponible

transportación y cuidado de niño al igual que asistencia de un segundo idioma. Los niños pueden escoger un libro gratis a la conclusión de la reunión para el distrito.

¿Cómo participan los padres en el Programa Título I?

- Investigaciones demuestran que el rendimiento de los niños en la escuela es mejor cuando sus padres participan en su educación a través del año escolar. A los padres se les exhorta a que participen en todas las reuniones Título I.
- Cada año, los padres tienen la oportunidad de examinar el pacto Título I de la escuela. El Comité
- Consultivo de Padres del distrito entero acoge y exhorta toda participación de padres. Los especialistas de lectura asisten a todas las conferencias de padres y pueden contestar preguntas sobre el programa y sobre estudiantes individuales.

¿Cómo es el Programa Título I en mi escuela?

- En Fern Hill, el especialista de lectura de la escuela, el especialista de lectura de los grados K-2, y la especialista de lectura Título I trabajan juntos para identificar a niños que son elegibles para el programa.
- Una vez identificados, la oficina Título I del distrito envía una carta a los padres explicándoles que su hijo(a) es elegible para recibir apoyo con la lectura de la especialista de lectura Título I. En algunos casos ayuda adicional para los estudiantes Título I también pudiera ser dada por otro especialista de lectura de la escuela. La especialista Título I está en contacto regular con el maestro para planear y coordinar lecciones y para hablar del progreso de los estudiantes. Ella también es responsable de documentar las puntuaciones de los exámenes de los estudiantes y la elegibilidad al programa.
- En Fern Hill aspiramos a una asociación entre la familia y la escuela. El rendimiento del estudiante es mayor cuando el alfabetismo se valora y se fomenta en la casa. El especialista de lectura frecuentemente envía materiales a la casa como práctica u ofrece sugerencias a los padres. Nosotros acogemos la comunicación y la participación entre la casa y la escuela.

¿Cómo saben los padres si su hijo(a) está progresando?

- Reportes estudiantiles Título I se envían a la casa junto con los reportes estudiantiles del distrito.
- Los especialistas de lectura participan en dos conferencias de padres y maestros que se llevan a cabo en el otoño y el invierno.
- A los padres se les exhorta a que contacten al especialista de lectura en cualquier momento para informarse sobre el progreso de su hijo(a).

¿Cómo saben los padres sobre el currículo y las evaluaciones usadas para observar el progreso de un niño?

- A los padres se les exhorta a que vengan a "Back to School Night" (La Noche de Regresar a la Escuela) en el otoño cuando los maestros dan una idea general del currículo y las expectativas. En el tiempo de conferencia se habla del currículo, de las evaluaciones, y el progreso. Además, los resultados del PSSA son enviados a la casa por el correo. Para más información, los padres pueden contactar en cualquier momento al maestro o al especialista de lectura por teléfono o email.

¿Cómo ayuda la escuela a los padres a comprender los Estándares del Estado de Pennsylvania y las evaluaciones del Estado?

- Los padres pueden chequear el sitio web del distrito para información sobre nuestro reporte estudiantil basado en estándares para los grados K-2.

**GLEN ACRES ELEMENTARY SCHOOL
TITLE I
SCHOOL – PARENT AND FAMILY COMPACT**

THE SCHOOL WILL:

The Glen Acres School will provide high quality curriculum and instruction in a supportive and effective learning environment that will enable success for every student and:

- Will treat each child with dignity and respect.
- Strive to address the individual needs of each student.
- Acknowledges that parents are vital to the success of this school and its students.
- Provide a safe, positive and healthy learning environment for each student.
- Will assure every student access to quality learning experiences appropriate to their development.
- Will assure that school staff communicates clear expectations for performance to both students and parents.
- Will assure appropriate participation of parents in the decisions relating to the education of their children.

THE PARENT AND FAMILY WILL:

Title I families realize the importance of working cooperatively with the school and parents understand that their participation in their child's education will help his/her achievement and attitude. The following family responsibilities will convey to Title I students that education is important.

- Create an atmosphere that supports learning by encouraging reading activities.
- Send my child to school regularly, on time, well-fed and well-rested.
- Monitor assignments and encourage homework completion.
- Review all school communications and respond promptly.
- Attend school functions and conferences.
- Participate in decisions relating to the education of my child.

THE STUDENT WILL:

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

Parent Signature _____

WEST CHESTER AREA SCHOOL DISTRICT

**TITLE I
2019-20**



**GLEN ACRES ELEMENTARY SCHOOL
1150 DELANCEY PLACE
WEST CHESTER, PA 19380
484-266-1702**

**GLEN ACRES ELEMENTARY
TITLE I PARENT FAMILY ENGAGEMENT 2019-20**

What is Title I?

- Title I is the largest federal aid program that provides monies for supplemental instruction. Funded under Every Child Succeeds Act, the goal of Title I is to support a high quality education for every child.

How does the West Chester Area School District benefit from this funding?

- The West Chester Area School District receives money based on the overall poverty level of the district, which is based on census information.
- Eligible elementary schools in our district receive money for supplemental reading services in grades K-5. School eligibility is based on the number of children involved in the federal free and reduced lunch program.
- Any student who attends an eligible school may be eligible for Title 1 reading support regardless of financial need.

What are the Title I reading services in WCASD?

- The WCASD Title I Program offers supplementary reading instruction in all eligible elementary schools.
- A variety of teaching methods and materials through small group or individual instruction is provided within the regular classroom or pull-out environment, depending on the student's reading needs.

How are students selected for Title I?

- Eligibility for Title I assistance is determined by grade-specific indicators of need. These indicators include DIBELS, PSSA, Schoolwide Assessments, and other diagnostic assessments.
- Throughout the school year, the building reading team and classroom teachers identify students who would benefit from reading support.

How are parents informed of the Title I program?

- Throughout the year, the reading specialists in the eligible buildings determine the children who will benefit the most from reading support and develop schedules to provide that support.
- Letters are then sent home notifying parents. Parents can contact the school with any questions about support. The first Title I Parent meeting in the fall further explains the Title I program.

How do the Title I funds benefit parents?

- Title I funds are used to provide informational programs for parents whose children are receiving additional reading support through Title I. School and district-wide meetings are offered throughout the year to support family literacy activities. Second language assistance is available. The reading team educates staff regarding parent and family engagement.

How are parents involved in the Title I program?

- Research shows that children do better in school when their parents are involved in their education throughout the school years. Parents are encouraged to participate in all Title I meetings to review, plan, and improve the program, including family engagement.
- Each year, parents receive a school-parent-student compact which highlights our cooperative relationship in education.
- The Title I Parent Advisory Committee welcomes and encourages all parent and family participation. The reading specialists attend parent conferences to address questions about the program and individual students.

What does the Title I program look like in my school?

- At Glen Acres, the reading specialists and the classroom teachers work together to identify children who qualify for the program.
- The reading specialist is in regular contact with the teacher to plan and coordinate lessons and to discuss the progress of the students. S/he is also responsible for documenting student progress and eligibility for the program.
- At Glen Acres, we strive for a partnership between family and school. Student achievement is greater when literacy is valued and encouraged at home. The reading specialist often sends materials home for practice or offers suggestions to parents. We welcome communication and involvement between home and school.

How do parents know if their child is making progress?

- Progress reports are sent home along with the district trimester report card.
- The reading specialists participate in the two parent-teacher conferences held in the fall and winter.
- Parents are encouraged to contact the reading specialist at any time for information about their child's progress. Parents have opportunities for regular meetings to make decisions about their child's education.

How do parents know about the district curriculum and assessments used to monitor a child's progress?

- Parents are encouraged to come to Back to School Night at the start of the school year when the teachers outline the curriculum and assessment expectations.
- Curriculum, standards, assessments, and progress are further discussed at conference time. PSSA results are mailed home and student grades can be assessed online through the parent portal for students in grades 3-5.
- Parents may contact the teacher or reading specialist via phone or email at any time for more information. Curriculum and assessments are reviewed in accordance with Board Policy.

How does the school help parents understand the Pennsylvania Core Standards and state assessments?

- Teachers discuss state standards and assessments at Back to School Night and at conference time. Parents can also check the district web-site for information about our K-2 standards based report card.

**ESCUELA PRIMARIA GLEN ACRES
PACTO DE ESCUELA – PADRES Y FAMILIAS
TÍTULO I**

LA ESCUELA:

La Escuela Glen Acres proporcionará un currículo e instrucción de alta calidad en un ambiente de apoyo y de aprendizaje efectivo que facilitará el éxito de cada estudiante y:

- Tratará a cada niño con dignidad y respeto.
- Se esforzará por atender las necesidades de cada estudiante.
- Reconocerá que los padres son vitales para el éxito de la Escuela Glen Acres y sus estudiantes.
- Proporcionará un medio ambiente de aprendizaje seguro, positivo y saludable para cada estudiante.
- Le asegurará a cada estudiante acceso a una experiencia de aprendizaje de calidad apropiada para su desarrollo.
- Se asegurará que el personal de la escuela comunica expectativas claras para el rendimiento a ambos, estudiantes y padres.
- Asegurará participación apropiada de padres en las decisiones asociadas con la educación de sus hijos.

LOS PADRES Y LAS FAMILIAS:

Los padres Título I reconocen la importancia de trabajar en cooperación con la escuela y comprenden que su participación en la educación de su hijo(a) ayudará su rendimiento y su actitud. Las siguientes responsabilidades de los padres les comunicarán a los estudiantes Título I que la educación es importante.

- Crear una atmósfera que apoye el aprendizaje promoviendo actividades de lectura.
- Enviar a mi hijo(a) a la escuela regularmente, a tiempo, bien alimentado y bien descansado.
- Supervisar asignaciones y promover el que las tareas sean terminadas.
- Examinar todas las comunicaciones de la escuela y responder prontamente.
- Asistir a las funciones y conferencias de la escuela.
- Participar en decisiones relacionadas a la educación de mi hijo(a).

EL ESTUDIANTE:

- Llegará a la escuela a tiempo.
- desarrollará una actitud positiva hacia la escuela.
- será responsable de completar la tarea a tiempo.
- cooperará llevando a cabo las instrucciones del maestro y pidiendo ayuda cuando la necesite.
- hará diariamente un trabajo limpio y que demuestra el mejor esfuerzo del estudiante.
- será respetuoso con todos los miembros de la escuela y con la propiedad de la escuela.

Firma del padre: _____

**DISTRITO ESCOLAR DEL ÁREA DE
WEST CHESTER**

**TÍTULO I
2019-20**



**ESCUELA PRIMARIA GLEN ACRES
1150 DELANCEY PLACE
WEST CHESTER, PA 19380
484-266-1702**

ESCUELA PRIMARIA GLEN ACRES 2019-20
PLAN DE PARTICIPACIÓN PARENTAL TÍTULO I

¿Qué es Título I?

- Título I es el programa más grande de ayuda federal que proporciona financiación para ayuda extra en lectura y/o matemática. Fundado bajo Every Student Succeeds Act, la meta de Título I es proporcionar una educación de alta calidad para todos los niños.

¿Cómo se beneficia el Distrito Escolar del Área de West Chester de esta financiación?

- El Distrito Escolar del Área de West Chester (WCASD) recibe dinero basado en el nivel general de pobreza del distrito, basado en la información del censo.
- Las escuelas primarias que son elegibles en nuestro distrito reciben dinero para servicios suplementarios de lectura en los grados K-5. La elegibilidad de la escuela está basada en la cantidad de niños participando en el programa federal de almuerzo gratis y reducido.
- Todo estudiante que asiste a una escuela elegible puede ser elegible para apoyo de lectura Título I sin tener que ver la necesidad financiera.

¿Qué son los servicios de lectura Título I en WCASD?

- El Programa Título I del WCASD ofrece instrucción de lectura suplementaria en todas las escuelas primarias elegibles.
- Una variedad de métodos y materiales de enseñanza a través de instrucciones en pequeños grupos o individuales es proporcionada dentro o fuera del ambiente del aula regular, dependiendo de las necesidades de lectura del estudiante.

¿Cómo son elegidos los estudiantes para Título I?

- La elegibilidad para asistencia Título I se determina por medio de indicadores de necesidad específicos al grado del estudiante. Estos indicadores incluyen DIBELS (Indicadores Dinámicos de Habilidades de Alfabetismo Tempranas Básicas), PSSA (Sistema de Pennsylvania de Evaluación de Escuelas), Schoolwide Assessments (evaluaciones formativas), e inventarios informales de lectura (QRI).
- En la primavera, el equipo de lectura de la escuela en colaboración con los maestros, identifican estudiantes que se beneficiarían de recibir apoyo con la lectura el año siguiente.

¿Cómo son informados los padres sobre el Programa Título I?

- En el otoño los especialistas de lectura en las escuelas elegibles determinan quiénes son los estudiantes con más necesidad en lectura y desarrollan horarios para el apoyo con la lectura. Aquellos que son enseñados por maestros Título I se convierten en estudiantes Título I.
- Entonces cartas notificando a los padres son enviadas a la casa. Los padres que no quieren este apoyo pueden optar no recibir Título I pero apoyo del distrito pudiera todavía ser requerido. La primera reunión de Padres Título I en el otoño explica más el programa Título I. En esta reunión los padres tienen una oportunidad de hablar directamente con el especialista de lectura Título I en su escuela.

¿Cómo benefician a los padres los fondos Título I?

- Los fondos Título I se usan para proporcionar programas informativos para padres cuyos hijos están recibiendo apoyo adicional en lectura a través de Título I. Cada año se ofrecen dos reuniones en la escuela y una reunión para el distrito entero para apoyar actividades de alfabetismo para la familia.
- Para la reunión del distrito hay disponible transportación y cuidado de niño al igual que asistencia de un segundo idioma. Los niños pueden escoger un libro gratis a la conclusión de la reunión para de distrito

¿Cómo participan los padres en el Programa Título I?

- Investigaciones demuestran que el rendimiento de los niños en la escuela es mejor cuando sus padres participan en su educación a través del año escolar. A los padres se les exhorta a que participen en todas las reuniones Título I.
- Cada año, los padres tienen la oportunidad de examinar el pacto Título I de la escuela. El Comité Consultivo de Padres del distrito entero acoge y exhorta toda participación de padres. Los especialistas de lectura asisten a todas las conferencias de padres y pueden contestar preguntas sobre el programa y sobre estudiantes individuales.

¿Cómo es el Programa Título I en mi escuela?

- En Glen Acres, el especialista de lectura de la escuela, el especialista de lectura de los grados K-2, y la especialista de lectura Título I trabajan juntos para identificar a niños que son elegibles para el programa. Una vez identificados, la oficina Título I del distrito envía una carta a los padres explicándoles que su hijo(a) es elegible para recibir apoyo con la lectura de la especialista de lectura Título I. En algunos casos ayuda adicional para los estudiantes Título I también pudiera ser dada por otro especialista de lectura de la escuela.
- La especialista Título I está en contacto regular con el maestro para planear y coordinar lecciones y para hablar del progreso de los estudiantes. Ella también es responsable de documentar las puntuaciones de los exámenes de los estudiantes y la elegibilidad al programa.
- En Glen Acres aspiramos a una asociación entre la familia y la escuela. El rendimiento del estudiante es mayor cuando el alfabetismo se valora y se fomenta en la casa. El especialista de lectura frecuentemente envía materiales a la casa como práctica u ofrece sugerencias a los padres. Nosotros acogemos la comunicación y la participación entre la casa y la escuela.

¿Cómo saben los padres si su hijo(a) está progresando?

- Reportes estudiantiles Título I se envían a la casa junto con los reportes estudiantiles del distrito.
- Los especialistas de lectura participan en dos conferencias de padres y maestros que se llevan a cabo en el otoño y el invierno.
- A los padres se les exhorta a que contacten al especialista de lectura en cualquier momento para informarse sobre el progreso de su hijo(a).

¿Cómo saben los padres sobre el currículo y las evaluaciones usadas para observar el progreso de un niño?

- A los padres se les exhorta a que vengan a “Back to School Night” (La Noche de Regresar a la Escuela) en el otoño cuando los maestros dan una idea general del currículo y las expectativas.
- En el tiempo de conferencia se habla del currículo, de las evaluaciones, y el progreso. Además, los resultados del PSSA son enviados a la casa por el correo.
- Para más información, los padres pueden contactar en cualquier momento al maestro o al especialista de lectura por teléfono o email.

¿Cómo ayuda la escuela a los padres a comprender los Estándares del Estado de Pennsylvania y las evaluaciones del Estado?

- Los padres pueden chequear el sitio web del distrito para información sobre nuestro reporte estudiantil basado en estándares para los grados K-2.

**HILLSDALE ELEMENTARY SCHOOL
TITLE I
SCHOOL – PARENT AND FAMILY COMPACT**

The Hillsdale School family which includes teachers, parents and students will join together to provide a cooperative learning environment that will enable every student to achieve his/her potential. Each member of this family has a responsibility to fulfill his part of the compact.

THE SCHOOL WILL:

- Treat each child with dignity and respect.
- Strive to address the individual needs of the student.
- Acknowledge that parents are vital to the success of child and school.
- Provide a safe, positive and healthy learning environment.
- Assure every student access to quality learning experiences.
- Assure that the school staff communicates clear expectations for performance to both students and parents.
- Encourage a positive attitude about reading.

THE PARENT WILL:

- Create a home atmosphere that supports learning.
- Send the student to school on time, well-fed, well-rested on a regular basis.
- Monitor school assignments and give support where needed.
- Attend school functions and conferences.
- Encourage their child to show respect for all members of the school community and school property.
- Review all school communications and respond promptly.
- Read with student regularly.

THE STUDENT WILL:

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

Child's Signature: _____

Parent's Signature: _____

Teacher's Signature: _____

11/7/19

WEST CHESTER AREA SCHOOL DISTRICT

**TITLE I
2019-20**



**HILLSDALE ELEMENTARY SCHOOL
725 WEST MARKET STREET
WEST CHESTER, PA 19382
484.266.2000**

HILLSDALE ELEMENTARY
TITLE I PARENT FAMILY ENGAGEMENT 2019-20

What is Title I?

- Title I is the largest federal aid program that provides funding for extra help in reading and/or math. Funded under Every Student Succeeds Act, the goal of Title I is to support a high quality education for every child.

How does the West Chester Area School District benefit from this funding?

- The West Chester Area School District receives money based on the overall poverty level of the district, based on census information.
- Eligible elementary schools in our district receive money for supplemental reading services in grades K-5. School eligibility is based on the number of children involved in the federal free and reduced lunch program.
- Any student who attends an eligible school may be eligible for Title 1 reading support regardless of financial need.

What are the Title I reading services in WCASD?

- The WCASD Title I Program offers supplementary reading instruction in all eligible elementary schools.
- A variety of teaching methods and materials through small group or individual instruction is provided within the regular classroom or pull-out environment, depending on the student's reading needs.

How are students selected for Title I?

- Eligibility for Title I assistance is determined by grade-specific indicators of need. These indicators include DIBELS, PSSA, and other diagnostic assessments.
- Throughout the school year, the building reading team in collaboration with the teachers identify students who would benefit from reading support.

How are parents informed of the Title I program?

- In the fall the reading specialists in the eligible buildings determine the children who will benefit the most from reading support and develop schedules to provide that support.
- Letters are then sent home notifying parents. Parents can contact the school with any questions about support. The first Title I Parent meeting in the fall further explains the Title I program.

How do the Title I funds benefit parents?

- Title I funds are used to provide informational programs for parents whose children are receiving additional reading support through Title I. District-wide meetings and school meetings are offered each year to support family literacy activities. Second language assistance is available if needed.

How are parents involved in the Title I program?

- Research shows that children do better in school when their parents are involved in their education throughout the school years. Parents are encouraged to participate in all Title I meetings.
- Each year, parents receive a school-parent-student compact which highlights our cooperative relationship in education.
- Also, the district-wide Title I Parent Advisory Council welcomes and encourages all parent participation. The reading specialists attend each parent conference and can address questions about the program and individual students.

What does the Title I program look like in my school?

- At Hillsdale, the reading specialists and the classroom teachers work together to identify children who qualify for the program.
- The reading specialist is in regular contact with the teacher to plan and coordinate lessons and to discuss the progress of the students. She/He is also responsible for documenting student test scores and eligibility for the program.
- At Hillsdale, we strive for a partnership between family and school. Student achievement is greater when literacy is valued and encouraged at home. The reading specialist often sends materials home for practice or offers suggestions to parents. We welcome communication and involvement between home and school.

How do parents know if their child is making progress?

- Trimester progress reports are sent home along with the district report card.
- The reading specialists participate in the two parent-teacher conferences held in the fall and winter.
- Parents are encouraged to contact the reading specialist at any time for information about their child's progress.

How do parents know about the curriculum and assessments used to monitor a child's progress?

- Parents are encouraged to come to Back to School Night in the fall when the teachers outline the curriculum and their expectations.
- Curriculum, assessments, and progress are discussed at conference time. In addition, the PSSA results are mailed home.
- Parents may contact the teacher or reading specialist via phone or email at any time for more information.

How does the school help parents understand the Pennsylvania State Standards and state assessments?

- Parents can check the district web-site for information about our K-2 standards based report card. Additional information can be obtained at the Pennsylvania Department of Education webpage.

**ESCUELA PRIMARIA HILLSDALE
PACTO DE LA ESCUELA - LOS PADRES Y LAS FAMILIAS
TÍTULO I**

La familia de la Escuela Hillsdale la cual incluye maestros, padres y estudiantes se unirá para proporcionar un ambiente de aprendizaje cooperativo que le permitirá a todo estudiante lograr su máximo potencial. Cada miembro de esta familia tiene la responsabilidad de desempeñar su parte del pacto.

LA ESCUELA:

- Tratará a cada niño con dignidad y respeto.
- Se esforzará por atender las necesidades individuales de cada estudiante.
- Reconoce que los padres son vitales para el éxito del estudiante y la escuela.
- Proporcionará un medio ambiente de aprendizaje seguro, positivo y saludable.
- Le asegurará a cada estudiante acceso a una experiencia de aprendizaje de calidad.
- Se asegurará de que el personal de la escuela comunique expectativas claras para el rendimiento tanto a los estudiantes como a los padres.
- Fomentarán una actitud positiva hacia la lectura.

LOS PADRES Y LAS FAMILIAS:

- Crearán una atmósfera en la casa que apoye el aprendizaje.
- Enviarán al estudiante a la escuela a tiempo, bien alimentado y bien descansado regularmente.
- Supervisarán asignaciones de la escuela y ayudarán cuando se necesite.
- Asistirán a las funciones y conferencias de la escuela.
- Enseñarán a su hijo(a) a mostrar respeto hacia todos los miembros de la comunidad escolar y la propiedad de la escuela.
- Examinarán todas las comunicaciones de la escuela y responderán prontamente.
- Leerán con el estudiante con regularidad.

EL ESTUDIANTE:

- Llegará a la escuela a tiempo todos los días.
- Desarrollará una actitud positiva hacia la escuela.
- Será responsable de completar la tarea a tiempo.
- Cooperará llevando a cabo las instrucciones del maestro y pidiendo ayuda cuando la necesite.
- Hará diariamente un trabajo limpio y que demuestra el mejor esfuerzo del estudiante.
- Será respetuoso con todos los miembros de la escuela y con la propiedad de la escuela.
- Leerá con frecuencia.

Firma del niño(a) _____

Firma del padre: _____

Firma del/de la maestro/a: _____

**DISTRITO ESCOLAR DEL ÁREA DE
WEST CHESTER**

**TÍTULO I
2019-20**



**ESCUELA PRIMARIA HILLSDALE
725 WEST MARKET STREET
WEST CHESTER, PA 19382
484.266.2000**

ESCUELA PRIMARIA HILLSDALE 2019-20
PADRE DE COMPROMISO FAMILIAR TÍTULO I

¿Qué es Título I?

- Título I es el programa más grande de ayuda federal que proporciona financiación para ayuda extra en lectura y/o matemática. Fundado bajo Every Student Succeeds Act, la meta de Título I es proporcionar una educación de alta calidad para todos los niños.

¿Cómo se beneficia el Distrito Escolar del Área de West Chester de esta financiación?

- El Distrito Escolar del Área de West Chester (WCASD) recibe dinero basado en el nivel general de pobreza del distrito, basado en la información del censo.
- Las escuelas primarias que son elegibles en nuestro distrito reciben dinero para servicios suplementarios de lectura en los grados K-5. La elegibilidad de la escuela está basada en la cantidad de niños participando en el programa federal de almuerzo gratis y reducido.
- Todo estudiante que asiste a una escuela elegible puede ser elegible para apoyo de lectura Título I sin tener que ver la necesidad financiera.

¿Qué son los servicios de lectura Título I en WCASD?

- El Programa Título I del WCASD ofrece instrucción de lectura suplementaria en todas las escuelas primarias elegibles.
- Una variedad de métodos y materiales de enseñanza a través de instrucciones en pequeños grupos o individuales es proporcionada dentro o fuera del ambiente del aula regular, dependiendo de las necesidades de lectura del estudiante.

¿Cómo son elegidos los estudiantes para Título I?

- La elegibilidad para asistencia Título I se determina por medio de indicadores de necesidad específicos al grado del estudiante. Estos indicadores incluyen DIBELS (Indicadores Dinámicos de Habilidades de Alfabetismo Tempranas Básicas), PSSA (Sistema de Pennsylvania de Evaluación de Escuelas), (evaluaciones formativas), e inventarios informales de lectura (QRI). En la primavera, el equipo de lectura de la escuela en colaboración con los maestros, identifican estudiantes que se beneficiarían de recibir apoyo con la lectura el año siguiente.

¿Cómo son informados los padres sobre el Programa Título I?

- En el otoño los especialistas de lectura en las escuelas elegibles determinan quiénes son los estudiantes con más necesidad en lectura y desarrollan horarios para el apoyo con la lectura. Aquellos que son enseñados por maestros Título I se convierten en estudiantes Título I.
- Entonces cartas notificando a los padres son enviadas a la casa. Los padres que no quieren este apoyo pueden optar no recibir Título I pero apoyo del distrito pudiera todavía ser requerido. La primera reunión de Padres Título I en el otoño explica más el programa Título I. En esta reunión los padres tienen una oportunidad de hablar directamente con el especialista de lectura Título I en su escuela.

¿Cómo benefician a los padres los fondos Título I?

- Los fondos Título I se usan para proporcionar programas informativos para padres cuyos hijos están recibiendo apoyo adicional en lectura a través de Título I. Cada año se ofrecen dos reuniones en la escuela y una reunión para el distrito entero para apoyar actividades de alfabetismo para la familia.
- Para la reunión del distrito hay disponible transportación y cuidado de niño al igual que asistencia de un segundo idioma. Los niños pueden escoger un libro gratis a la conclusión de la reunión para el distrito.

¿Cómo participan los padres en el Programa Título I?

- Investigaciones demuestran que el rendimiento de los niños en la escuela es mejor cuando sus padres participan en su educación a través del año escolar. A los padres se les exhorta a que participen en todas las reuniones Título I.
- Cada año, los padres tienen la oportunidad de examinar el pacto Título I de la escuela. El Consejo Consultivo de Padres del distrito entero acoge y exhorta toda participación de padres.
- Los especialistas de lectura asisten a todas las conferencias de padres y pueden contestar preguntas sobre el programa y sobre estudiantes individuales.

¿Cómo es el Programa Título I en mi escuela?

- En East Bradford, el especialista de lectura de la escuela, el especialista de lectura de los grados K-2, y la especialista de lectura Título I trabajan juntos para identificar a niños que son elegibles para el programa. Una vez identificados, la oficina Título I del distrito envía una carta a los padres explicándoles que su hijo(a) es elegible para recibir apoyo con la lectura de la especialista de lectura Título I. En algunos casos ayuda adicional para los estudiantes Título I también pudiera ser dada por otro especialista de lectura de la escuela.
- La especialista Título I está en contacto regular con el maestro para planear y coordinar lecciones y para hablar del progreso de los estudiantes. Ella también es responsable de documentar las puntuaciones de los exámenes de los estudiantes y la elegibilidad al programa.
- En Hillsdale aspiramos a una asociación entre la familia y la escuela. El rendimiento del estudiante es mayor cuando el alfabetismo se valora y se fomenta en la casa. El especialista de lectura frecuentemente envía materiales a la casa como práctica u ofrece sugerencias a los padres. Nosotros acogemos la comunicación y la participación entre la casa y la escuela.

¿Cómo saben los padres si su hijo(a) está progresando?

- Reportes estudiantiles Título I se envían a la casa junto con los reportes estudiantiles del distrito.
- Los especialistas de lectura participan en dos conferencias de padres y maestros que se llevan a cabo en el otoño y el invierno.
- A los padres se les exhorta a que contacten al especialista de lectura en cualquier momento para informarse sobre el progreso de su hijo(a).

¿Cómo saben los padres sobre el currículo y las evaluaciones usadas para observar el progreso de un niño?

- A los padres se les exhorta a que vengan a "Back to School Night" (La Noche de Regresar a la Escuela) en el otoño cuando los maestros dan una idea general del currículo y las expectativas.
- En el tiempo de conferencia se habla del currículo, de las evaluaciones, y el progreso. Además, los resultados del PSSA son enviados a la casa por el correo.
- Para más información, los padres pueden contactar en cualquier momento al maestro o al especialista de lectura por teléfono o email.

¿Cómo ayuda la escuela a los padres a comprender los Estándares del Estado de Pennsylvania y las evaluaciones del Estado?

- Los padres pueden chequear el sitio web del distrito para información sobre nuestro reporte estudiantil basado en estándares para los grados K-2.

WESTTOWN-THORNBURY ELEMENTARY SCHOOL

TITLE I

SCHOOL – PARENT AND FAMILY COMPACT

The Westtown-Thornbury School family which includes teachers, parents and students will join together to provide a cooperative learning environment that will enable every student to achieve his/her potential. Each member of this family has a responsibility to fulfill his part of the compact.

THE SCHOOL WILL:

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

THE PARENT AND FAMILY WILL:

- Create a home atmosphere that supports learning.
- Send the student to school on time, well-fed, and well-rested on a regular basis.
- Monitor school assignments and give support where needed.
- Attend school functions and conferences.
- Encourage their child to show respect for all members of the school community and school property.
- Review all school communications and respond promptly.

THE STUDENT WILL:

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

Child's Signature: _____

Parent's Signature: _____

Teacher's Signature: _____

11.12.19

WEST CHESTER AREA SCHOOL DISTRICT

TITLE I

2019-20

WESTTOWN-THORNBURY ELEMENTARY SCHOOL



Hello, WTE Families!

Attached you'll find information related to the Title I Reading Support your child receives here at Westtown-Thornbury Elementary. This information is for you to keep at home for your reference. Please sign the additional School-Parent-Student Compact and send it back to school as soon as possible.

If you have any questions about the information provided, please contact your child's reading teacher.

Thank you!

Nicole Poulos, Christine Dempsey, and Caroline Avila

npoulos@wcasd.net
cdempsey@wcasd.net
cavila@wcasd.net

750 Westbourne Rd
West Chester, PA 19382
484-266-1802



**WESTTOWN-THORNBURY ELEMENTARY
TITLE I PARENT FAMILY ENGAGEMENT 2019-20**

What is Title I?

- Title I is the largest federal aid program that provides funding for extra help in reading and/or math.
- Funded under Every Student Succeeds Act, the goal of Title I is to support a high quality education for every child.

How does the West Chester Area School District benefit from this funding?

- The West Chester Area School District receives money based on the overall poverty level of the district, based on census information.
- Any student who attends an eligible school may be eligible for Title 1 reading support regardless of financial need.
- Eligible elementary schools in our district receive money for supplemental reading services in grades K-5. School eligibility is based on the number of children involved in the federal free and reduced lunch program. However, any student who attends an eligible school may receive Title I reading support regardless of financial need.

What are the Title I reading services in WCASD?

- The WCASD Title I Program offers supplementary reading instruction in all eligible elementary schools.
- A variety of teaching methods and materials through small group or individual instruction is provided within the regular classroom or pull-out environment, depending on the student's reading needs.

How are Westtown-Thornbury students selected to receive Title I reading services?

- Eligibility for Title I assistance is determined by multiple grade-specific indicators of need. These indicators include DIBELS, PSSA, DRA/Teachers' College assessments, and other diagnostic assessments.
- Throughout the school year, the building reading team will conduct additional assessments and will work in collaboration with the teachers to identify students who would benefit from reading support.

How are parents informed of the Title I program?

- Throughout the year, the reading specialists in the eligible buildings determine the children who will benefit the most from reading support and develop schedules to provide that support.
- Letters are then sent home notifying parents. Parents can contact the school with any questions about support. The first Title I Parent meeting in the fall further explains the Title I program.

How do the Title I funds benefit parents?

- Title I funds are used to provide information for parents whose children are receiving additional reading support through Title I. Information is shared via workshops, newsletters, articles, etc. Additionally, school and district-wide meetings are offered each year to support family literacy activities. Second language assistance is available. The reading team educates staff regarding parent and family engagement.

How are parents involved in the Title I program?

- Research shows that children do better in school when their parents are involved in their education throughout the school years. Parents are encouraged to participate in all Title I meetings to review, plan, and improve the program, including family engagement.
- Each year, parents receive a school-parent-student compact which highlights our cooperative relationship in education.
- The Title I Parent Advisory Council (PAC) welcomes and encourages all parent and family participation.
- The reading specialists attend parent conferences to address questions about the program and individual students.

What does the Title I program look like in my school?

- At Westtown-Thornbury, the reading specialists and the classroom teachers work together to identify children who qualify for the program.
- The reading specialist is in regular contact with the teacher to plan and coordinate lessons and to discuss the progress of the students. The reading specialist is also responsible for documenting student test scores and eligibility for the program.
- At Westtown-Thornbury, we strive for a partnership between family and school. Student achievement is greater when literacy is valued and encouraged at home. The reading specialist often sends materials home for practice or offers suggestions to parents. We welcome communication and involvement between home and school.

How do parents know if their child is making progress?

- Progress reports are sent home along with the district trimester report card.
- The reading specialists participate in the two parent conferences held in the fall and winter. Parents are encouraged to contact the reading specialist at any time for information about their child's progress.

How do parents know about the curriculum and assessments used to monitor a child's progress?

- Parents are encouraged to come to Back to School Night at the start of the school year when the teachers outline the curriculum and assessment expectations.
- Curriculum, standards, assessments, and progress are further discussed at conference time. PSSA results are mailed home, and student grades can be accessed online through the parent portal for students in grades 3-5.
- Parents may contact the teacher or reading specialist via phone or email at any time for more information. Curriculum and assessments are reviewed in accordance with Board policy.

How does the school help parents understand the Pennsylvania Common Core State Standards and state assessments?

- Teachers discuss state standards and assessments at Back to School Night and at conference time.
- Parents can also check the district website for information about our K-2 standards based report card.

**ESCUELA PRIMARIA WESTTOWN-THORNBURY
PACTO DE ESCUELA – PADRES Y FAMILIAS
TÍTULO I**

La familia de la Escuela Westtown-Thornbury la cual incluye maestros, padres y estudiantes se unirá para proporcionar un ambiente de aprendizaje cooperativo que le permitirá a todo estudiante lograr su potencial. Cada miembro de esta familia tiene la responsabilidad de desempeñar su parte del pacto.

LA ESCUELA:

- tratará a cada niño con dignidad y respeto.
- se esforzará por atender las necesidades individuales de cada estudiante.
- reconoce que los padres son vitales para el éxito del estudiante y la escuela.
- proporcionará un medio ambiente de aprendizaje seguro, positivo y saludable.
- le asegurará a cada estudiante acceso a una experiencia de aprendizaje de calidad.
- se asegurará que el personal de la escuela comunica expectativas claras para el rendimiento a ambos, estudiantes y padres.

LOS PADRES Y LAS FAMILIAS:

- crearán una atmósfera en la casa que apoye el aprendizaje.
- enviarán al estudiante a la escuela a tiempo, bien alimentado y bien Descansado regularmente.
- supervisarán asignaciones de la escuela y ayudarán donde se necesite.
- asistirán a las funciones y conferencias de la escuela.
- exhortarán a su hijo(a) a mostrar respeto hacia todos los miembros de la comunidad escolar y la propiedad de la escuela.
- examinarán todas las comunicaciones de la escuela y responderán prontamente.

EL ESTUDIANTE:

- llegará a la escuela a tiempo.
- desarrollará una actitud positiva hacia la escuela.
- será responsable de completar la tarea a tiempo.
- cooperará llevando a cabo las instrucciones del maestro y pidiendo ayuda cuando la necesite.
- hará diariamente un trabajo limpio y que demuestra el mejor esfuerzo del estudiante.
- será respetuoso con todos los miembros de la escuela y con la propiedad de la escuela.

Firma del niño(a): _____

Firma del padre: _____

Firma del/de la maestro/a: _____

11.12.19

**DISTRITO ESCOLAR DEL ÁREA DE
WEST CHESTER
TÍTULO I
2019-20**

ESCUELA PRIMARIA WESTTOWN-THORNBURY



¡Hola, Familias de WTE!

Adjunto encontrará información en relación al apoyo de lectura de Título I que su niño/a recibe aquí en Westtown-Thornbury Elementary. Esta información es para que usted se guarde en casa para su referencia. Por favor, firme el Pacto de Escuela – Padres y Familias adicional y devuélvalo a la escuela tan pronto como sea posible.

Si tiene cualquier pregunta sobre la información proporcionada, por favor póngase en contacto con la maestra de lectura de su niño/a.

¡Gracias!

Nicole Poulos, Christine Dempsey, and Caroline Avila

npoulos@wcasd.net
cdempsey@wcasd.net
cavila@wcasd.net

750 Westbourne Rd
West Chester, PA 19382
484-266-1802



ESCUELA PRIMARIA WESTTOWN-THORNBURY PLAN DE PARTICIPACIÓN PARENTAL TÍTULO I 2019-20

¿Qué es el Título I?

- Título I es el programa más grande de ayuda federal que proporciona fondos para ayuda extra en la lectura y/o matemática.
- Fundado bajo Every Student Succeeds Act, la meta de Título I es de apoyar una educación de alta calidad para cada niño.

¿Cómo se beneficia el Distrito Escolar del Área de West Chester de esta financiación?

- El Distrito Escolar del Área de West Chester (WCASD) recibe dinero basado en el nivel general de pobreza del distrito, basado en la información del censo.
- Cualquier estudiante que asista a una escuela elegible puede tener derecho para el apoyo de lectura del Título I, sin importar la necesidad financiera. Las escuelas primarias que son elegibles en nuestro distrito reciben dinero para servicios suplementarios de lectura en los grados K-5.
- La elegibilidad de la escuela está basada en la cantidad de niños que participan en el programa federal de almuerzos gratuito y reducido. Todo estudiante que asiste a una escuela elegible puede ser elegible para apoyo de lectura Título I sin tener que ver la necesidad financiera. Sin embargo, cualquier estudiante que asiste a una escuela elegible puede recibir el apoyo de lectura de Título I independientemente de la necesidad financiera.

¿Cuáles son los servicios de lectura Título I en WCASD?

- El Programa Título I del WCASD ofrece instrucción de lectura suplementaria en todas las escuelas primarias elegibles.
- Una variedad de métodos y materiales de enseñanza a través de instrucciones en pequeños grupos o individuales es proporcionada dentro o fuera del ambiente del aula regular, dependiendo de las necesidades de lectura del estudiante.

¿Cómo son seleccionados los estudiantes de Westtown-Thornbury para recibir los servicios de lectura de Título I?

- La elegibilidad para la asistencia del Título I se determina por medio de varios indicadores de necesidad específicos del grado del estudiante. Estos indicadores incluyen DIBELS, (Indicadores Dinámicos de Habilidades de Alfabetismo Tempranas Básicas), PSSA, (Sistema de Evaluación de Escuelas de Pennsylvania), DRA (Evaluación de Desarrollo de la Lectura)/Evaluaciones del Colegio de Maestros, y otras evaluaciones diagnósticas.
- A lo largo del año escolar, el equipo de lectura conducirá evaluaciones adicionales y trabajará en colaboración con los maestros(as) para identificar a los estudiantes que se puedan beneficiar del apoyo de la lectura.

¿Cómo son informados los padres sobre el Programa Título I?

- Durante todo el año, los especialistas de lectura en las escuelas elegibles determinan quiénes son los estudiantes con más necesidad en lectura y desarrollan horarios para el apoyo con la lectura.
- Cartas son enviadas a las casas notificando a los padres. Los padres se pueden poner en contacto con la escuela con preguntas sobre el apoyo. La primera reunión de padres de Título I en el otoño explica más el programa de Título I.

¿Cómo se benefician los padres de los fondos Título I?

- Los fondos Título I se usan para proporcionar información para padres cuyos niños están recibiendo apoyo de lectura adicional a través del Título I. La información se comparte a través de talleres, boletines, artículos, etc. Adicionalmente, se ofrecen reuniones para la escuela y todo el distrito cada año para apoyar las actividades del alfabetismo familiar.. Asistencia de segunda

lengua esta disponible. El equipo de lectura educa al personal con respeto a la participación de padres y familias.

¿Cómo participan los padres en el Programa Título I?

- Investigaciones demuestran que el rendimiento de los niños en la escuela es mejor cuando sus padres participan en su educación a través del año escolar. A los padres se les exhorta a que participen en todas las reuniones Título I para revisar, planear y mejorar el programa, incluso la participación familiar.
- Cada año, los padres reciben un pacto escuela-padre-estudiante que pone en relieve nuestra relación cooperativa en la educación.
- El Comité Consultivo de Padres del distrito entero acoge y exhorta toda la participación de padres y familias.
- Los especialistas de lectura asisten las conferencias de padres para resolver dudas sobre el programa y los estudiantes individuales.

¿Cómo es el Programa del Título I en mi escuela?

- En Westtown-Thornbury, el especialista en lectura y el profesor del aula, trabajan juntos para identificar a los niños que son elegibles para el programa.
- La especialista en lectura está en contacto regular con el maestro para planear y coordinar lecciones y para discutir el progreso de los estudiantes. El especialista en lectura es también responsable de documentar las calificaciones de los exámenes de los estudiantes y la elegibilidad para el programa.
- En Westtown-Thornbury aspiramos a una asociación entre la familia y la escuela. El rendimiento del estudiante es mayor cuando el alfabetismo se valora y se fomenta en la casa. El especialista de lectura frecuentemente envía materiales a la casa como práctica u ofrece sugerencias a los padres. Nosotros acogemos la comunicación y la participación entre la casa y la escuela.

¿Cómo saben los padres si su hijo(a) está progresando?

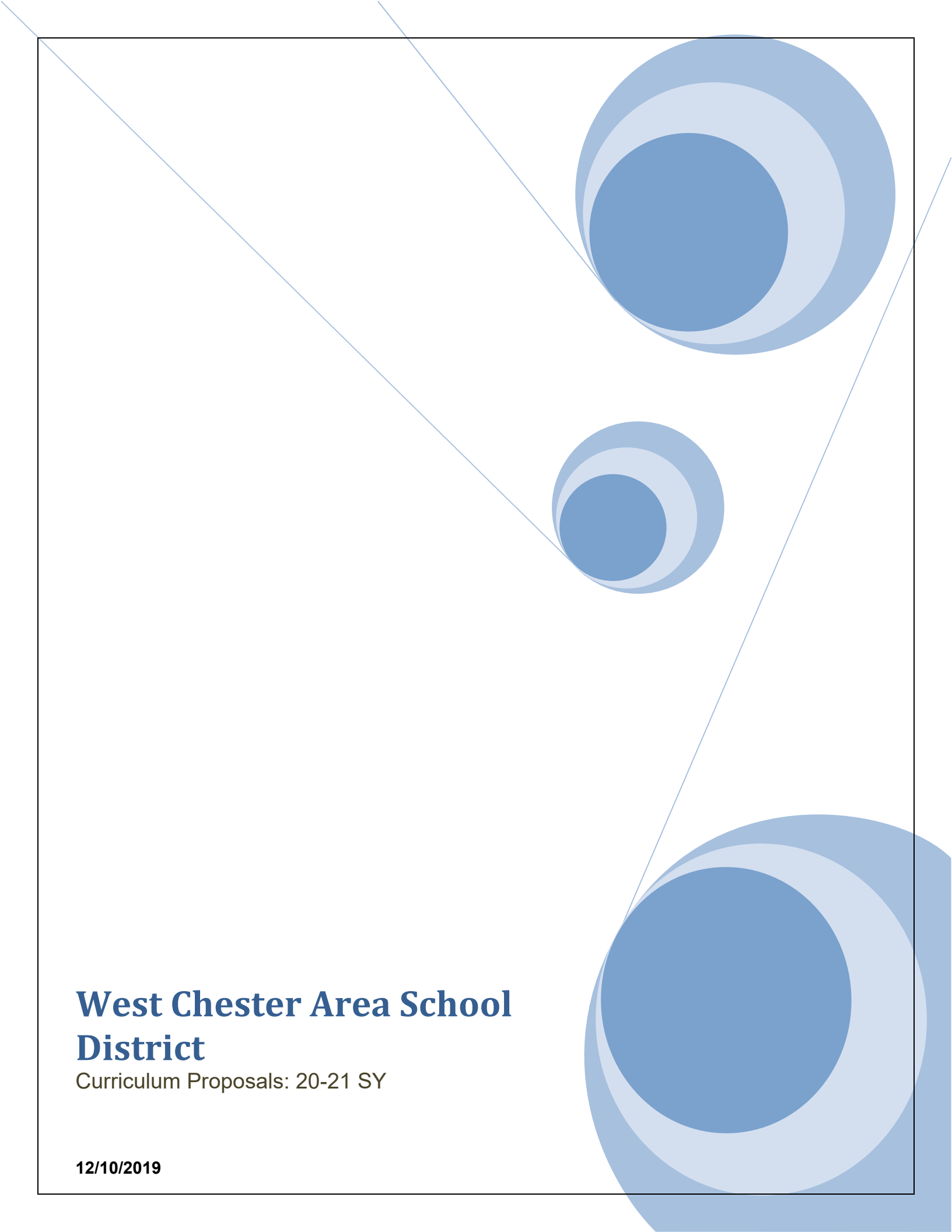
- Los informes del progreso se envían a casa junto con la tarjeta de informe del trimestre del distrito.. Los especialistas de lectura participan en las dos conferencias de padres y maestros que se llevan a cabo en el otoño y en el invierno.
- A los padres se les exhorta a que contacten al especialista de lectura en cualquier momento para informarse sobre el progreso de su hijo(a).

¿Cómo saben los padres sobre el currículo y las evaluaciones usadas para observar el progreso de un niño?

- A los padres se les exhorta a que vengan a “Back to School Night” (La Noche de Regresar a la Escuela) al comienzo del año escolar cuando los maestros dan una idea general del currículo y las expectativas de evaluación.
- En el tiempo de conferencia se habla del currículo, de los estándares de las evaluaciones, y el progreso. Los resultados de PSSA (Sistema de Evaluación de Escuelas de Pensilvania) se envían a casa y las notas de los estudiantes en los grados 3-5 se pueden acceder en línea a través del Portal para Padres. Para más información, los padres pueden contactar en cualquier momento al maestro o al especialista de lectura por vía telefónica o por medio de correo electrónico. El currículo y las evaluaciones se revisan de acuerdo con la Política de la Junta.

¿Cómo ayuda la escuela a los padres a comprender los Estándares del Estado de Pennsylvania y las evaluaciones del Estado?

- Los maestros discuten los estándares y las evaluaciones del estado durante La Noche de Regresar a la Escuela y el tiempo de las conferencias.
- Los padres pueden chequear el sitio web del distrito para información sobre nuestra tarjeta de informe basada en los estándares de los grados K-2.



West Chester Area School District

Curriculum Proposals: 20-21 SY

12/10/2019

**West Chester Area School District
Curriculum Proposals: 2020-21 School Year**

Department	Elementary	Secondary	Budgeted Amount
Art	\$30,000.00	-	\$30,000.00
Business Education	-	\$1,500.00	\$1,500.00
Computer Science	-	\$19,500.00	\$19,500.00
Cyber Program	-	\$170,600.00	\$170,600.00
English Language Arts	\$165,000.00	\$30,000.00	\$195,000.00
English Language Development *	\$75,000.00	\$4,000.00	\$79,000.00
Family & Consumer Science	-	\$33,000.00	\$33,000.00
Flexible Seating	\$100,000.00	\$120,000.00	\$220,000.00
Health & Physical Education	\$6,000.00	-	\$6,000.00
Library	-	-	-
Mathematics	\$12,000.00	\$12,000.00	\$24,000.00
Music	-	\$22,000.00	\$22,000.00
Reading	\$16,000.00	\$16,000.00	\$32,000.00
Science	\$128,000.00	\$162,000.00	\$290,000.00
Social Studies	-	-	-
Technology Education	-	\$25,000.00	\$25,000.00
Video	-	-	-
World Languages	-	\$121,000.00	\$121,000.00
Sub Total	\$532,000.00	\$736,600.00	\$1,218,600.00
*ELD Amounts included in ELD Dept Pupil Services	-\$75,000.00	-\$4,000.00	-\$79,000.00
Total	\$457,000.00	\$732,600.00	\$1,189,600.00

ART: ELEMENTARY	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. 3D Printers and Professional Development for the elementary schools to integrate this media into our programming (\$30,000).	1. Schools have inconsistently deployed the use of 3D printers at the elementary level. In order to prepare our students for the career needs they will encounter, we will integrate this technology into our Visual Arts elementary curriculum.

BUSINESS EDUCATION	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. Professional Development opportunities for teachers in the Computer Science department. These consist of sub coverage for one-day throughout the year (\$1,500).	1. Funds would be provided for a one-day workshop to meet with teachers and align curriculum, instructional expectations as well as continued work towards the new Social Media Marketing course.

COMPUTER SCIENCE: SECONDARY	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. Professional Development opportunities for teachers in the Computer Science department. These consist of sub coverage for one day throughout the year (\$1,500). 2. Digital tools including video recording devices and software for each of the middle school computer science teachers (\$18,000).	1. The computer science curriculum is ever-changing as the technological tools evolve. These resources allow us to continue to be at the forefront of the evolution and align our district expectations as well as projects/resources being utilized in the classrooms. 2. Pending final board approval, the new 8 th grade courses in Computer Science will include a digital creation element that requires students to have access to video recording devices and software so that groups will have access to the necessary materials.

CYBER PROGRAM: SECONDARY	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. Professional development for 8 core subject teachers (grades 7 and 10) and 12 Unified Arts teachers (grades 6, 7, 9, and 10) (\$120,000). 2. Unified Arts electives for grades 6 and 7 (\$15,300). 3. Unified Arts electives for grades 9 and 10 (\$23,300). 4. Flexible seating for cyber lounge (\$12,000).	1. Professional development is required for teachers to be highly effective in a cyber-environment. Teachers require time to digitize core course content and plan appropriate learning activities. 2. MS Unified Arts electives are required to complete the educational program for students. 3. HS Unified Arts electives are required to complete the educational program for students. 4. Cyber students need a space to for face-to-face support. We would like to outfit it as a modern, flexible learning environment.

ENGLISH LANGUAGE ARTS: ELEMENTARY	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. Resources and professional development to support the implementation of the Wilson Foundations program in grade 2. Funds are also required to supplement/add to the district's collection of Schoolwide Reading and Wilson Foundations materials in Kindergarten and grade 1 due to increased enrollment. Professional development sessions will focus on training Grade 3 teachers, LS teachers, ELL teachers, and newly hired teachers in the Wilson Foundations programs (\$165,000).	1. Phonological awareness and phonics are critical foundational components of reading instruction. The Wilson Foundations Program in grade 2 will continue the work on phonological awareness and phonics begun in kindergarten and grade 1. The use of this program will ensure that students have the skills and strategies necessary to read and write proficiently.

ENGLISH LANGUAGE ARTS: SECONDARY	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. Resources are required to establish a committee to revise the entire English Language Arts curriculum over the next two years. In the first year (2019-2020) 13 teachers will participate in a deep study of <i>Understanding by Design</i> . The second year (2020-2021) will require teachers to meet at district office in order to plan the curriculum and make text selections. Further monies will be required for book perusal as well as purchase of sample copies. Additional resources are needed to help teachers begin to create classroom libraries and to replace novels that are unserviceable (\$30,000).	1. The process of curriculum revision will require more effort and resources than originally anticipated. In order to bolster interest in the revision process and the work that is required, teachers must be made available to come to professional development. Further, they must be blue-carded to carefully read novels in order to make proper selections for the district. These funds will allow us to prepare a world-class curriculum as a team of secondary ELA educators.

ENGLISH LANGUAGE DEVELOPMENT (ELD): ELEMENTARY	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. Resources and Professional Development to replace outdated materials and support the growing population of newcomers in grades K-2. This will include any textbook or curricular resources needed as well as training specific to the implementation of programs (\$75,000).	1. The current materials at the elementary level are over 10 years old and do not adequately meet the needs of students supported by the English Language Development program. In particular, our materials do not meet the needs of our newcomers and students with limited or interrupted formal education (SLIFE). Students need updated, researched based materials in order to build the background knowledge and English language proficiency necessary to be successful.

ENGLISH LANGUAGE DEVELOPMENT (ELD): SECONDARY	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. Annotated leveled readers for high school guided reading instruction. These readers support comprehension by building vocabulary and background knowledge during the reading process (\$4,000.00).	1. Annotated leveled readers increase English Learners' comprehension by providing background knowledge and building vocabulary. These materials allow students to read content that is age appropriate and at their language proficiency level.

FAMILY AND CONSUMER SCIENCE	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. The Family and Consumer Science Department is engaging in curricular development to enhance grade 8 elective offerings and expand connections for students to the Family Consumer Science Standards and the Career Education and Work Standards. These connections involve curricular realignment and lesson plan development at the middle school level. The middle school curricular work will update and strengthen the curricula (\$15,000). 2. A new high school course Educating the Pre-school Child is in the process of development and will require additional professional collaboration and materials for implementation at all three high schools (\$15,000). 3. There is a need to update essential equipment and purchase materials for curriculum implementation at the high school and middle school level (\$3,000).	1. Professional Development and supplementary materials are needed to support of the FCS teachers' curricular work in expanding middle school coursework, aligning to the Academic Standards and improving curricula and instruction. 2. There is a need to develop and provide materials and supplies along with support for the new high school class. 3. There is a need for materials, and supplies to enhance program operation and make connections to Career Education Work Standards.

FLEXIBLE SEATING: ELEMENTARY	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. Flexible seating for 2 additional classrooms in 10 elementary schools (\$100,000).	1. Teachers are using a pedagogy that promotes personalized learning in a collaborative, flexible environment. Without the appropriate furniture, it is much more difficult to facilitate this type of learning.

FLEXIBLE SEATING: SECONDARY	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. Flexible seating for 4 classrooms in 6 secondary schools, which do not yet have flexible learning spaces (\$120,000).	1. Teachers are using a pedagogy that promotes personalized learning in a collaborative, flexible environment. Without the appropriate furniture, it is much more difficult to facilitate this type of learning.

HEALTH & PHYSICAL EDUCATION: ELEMENTARY	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. Elementary teachers will engage in professional and curricular development to incorporate Health instruction into the current Physical Education course of study (\$1,000.00). 2. Basic supplies to support the instruction of Health Education (\$5,000.00).	1. Professional development is required for the infusion of Health curricula into the elementary Physical Education program. 2. There is a need for materials and supplies to support Health instruction at the elementary level.

MATHEMATICS: ELEMENTARY	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. Professional Development opportunities for teachers to work on enhancing curricular alignment and instruction as well as maximizing the use of assessment and supplemental resources (\$12,000).	1. To fully support teachers in math instruction, continued PD and time to collaborate is essential. These opportunities will enhance the level of instruction and alignment of the curriculum.

MATHEMATICS: SECONDARY	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. Professional Development opportunities for teachers to work on enhancing curricular alignment and instruction as well as maximizing the use of assessment and supplemental resources (\$12,000).	1. To fully support teachers in math instruction, continued PD and time to collaborate is essential. These opportunities will enhance the level of instruction and alignment of the curriculum.

MUSIC: SECONDARY	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. Guitar Method Books, additional Instruments and repairs, as well as curriculum development time to ensure that we have the necessary materials to launch the new Guitar 8 course (\$10,000). 2. Deployment of the MusicFirst Software to 8th grade Ensemble students (\$12,000).	1. The Guitar 8 course will be a new course for the 2020-2021 school year. Therefore, materials and resources must be purchased to support the implementation of the new course. 2. The use of MusicFirst at the high school level has allowed teachers to personalize the musical experiences of our students. As a means to increase retention from 8th to 9th grade and to ease the transition for our students, we would like to begin using the MusicFirst suite with our 8th grade band, orchestra, and chorale students.

READING: ELEMENTARY	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. As elementary reading specialists work to provide interventions for students working toward grade level, funds are needed to provide them with resources and training to support the implementation of differentiated learning plans (\$16,000).	1. Reading specialists are charged with providing a “second dose” of ELA instruction for those who need instruction beyond that provided in the classroom. As we implement a balanced reading and writing program, the reading specialists will need materials and time to coordinate the intervention program with the regular classroom program.

READING: SECONDARY	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. Secondary reading specialists provide interventions for students working toward reading at grade level. Funds are needed to provide them with resources and training to support the implementation of differentiated learning plans (\$16,000).	1. Reading specialists are charged with providing a “second dose” of ELA instruction for those who need instruction beyond that provided in the classroom. As we implement a balanced reading and writing program, the reading specialists will need materials and time to coordinate the intervention program with the regular classroom program.

SCIENCE: ELEMENTARY	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. Elementary Science Advocate professional development to support transition to new science kits for grade 4 (\$3,000.00). 2. Science kit professional development for teachers (\$5,000.00). 3. New science kits for grade 4 with teacher guide, online resources, along with student investigation guides, literacy books, and Kids Discover magazines (\$120,000.00).	1. District support for Elementary Science Advocate training is essential to continue with a successful program. 2. Professional development will provide teachers with the time and collaboration needed to make adjustments to the new kit requirements. 3. The Elementary Science program has been extremely successful. These funds are requested, not to change the program, but to continue the process of updating materials and supplies, most of which were originally purchased in 2007-2008.

SCIENCE: SECONDARY	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. Professional development for curricular work to implement biology curricula. (\$3,000.00). 2. Substitutes for curricular work in the areas of biological science (\$3,000.00). 3. Materials, supplies and resources for biology (\$3,000.00). 4. Textbook and on-line access for Biology 1 classes (\$150,000.00). 5. Additional support for middle school curricula (\$3,000.00).	1. Without these funds, there would be no extra assignment teacher time to determine future direction of the program. 2. Substitutes would not be available to provide teachers with time for curricula development. 3. Funds are required for lab equipment and supplies for the biology courses. 4. Funds are required for textbooks and supplies for the new biology courses. 5. No follow-up support for new middle school science program.

TECHNOLOGY EDUCATION	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. Professional development at the middle and high school levels for implementation of technology (\$1,000.00). 2. Materials and supplies to support continued development of middle school and high school technology and engineering education (\$3,000.00). 3. Continued technology implementation for support of student engagement in the engineering design process. Laser engraver for middle school. (\$18,000.00). 4. Professional development at the middle school level for technology integration (\$3,000.00).	1. Without these funds, there would be no district preparation for appropriate curricula for the 21st century including the integration of Science, Technology, Engineering, and Mathematics. 2. No additional supplies for curricular implementation. 3. There would be no material support for laser engraver implementation. 4. Without these funds, there would be no professional development for laser engraver implementation.

WORLD LANGUAGES - FRENCH	
Budgeted Items:	Impact on Integrity of Programs If Not Purchased:
1. To provide funding to purchase new, additional, and replacement student textbooks, ancillary materials, teacher resource materials, audio and video components, technology components, online access to program materials, and curriculum writing for subjects under #2 (\$121,000.00). 2. Affecting the following: - French I - French II - French III Honors - French IV Honors - French V Accelerated Honors - AP French Language	1. The current French textbook has a copyright date of 2007. Teachers have sacrificed every student having a textbook and in many cases have been reduced to working with a classroom set of textbooks. 2. Our students and teachers deserve to have a new, updated program, which integrates technology, differentiation, and AP prep all in one while offering teachers access to the latest instructional practices and materials for language learning.