



McGuffey School District



Claysville Elementary School

Title I



Parent Involvement



Handbook

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History of McGuffey School District

In September 1800, William Holmes McGuffey was born on a farm near Claysville, PA. He was the second of eleven children in his family. He was a very good student and even though he was just 14 years old, the principal of the school provided him with a certificate that would let him become a roving teacher. McGuffey realized that he needed a more formal education and he enrolled in Washington College in 1820. This college is now Washington and Jefferson College in nearby Washington, PA. Upon graduation in 1826 with a B.A. degree, he became a professor of Languages at Miami University in Oxford, Ohio. He also became an ordained Presbyterian minister in 1829. In 1833, William and his brother Alexander prepared their first reader called *A First Reader*. The first and second readers were published in 1836. By 1920 over 120 million copies of the *Reader* were sold. There is a memorial located approximately five miles south of Claysville in memory of William Holmes McGuffey.

The McGuffey School District is composed of four schools: McGuffey High School, McGuffey Middle School, Claysville Elementary, and Joe Walker Elementary Schools. The district covers an area of approximately 203 square miles sparsely populated by 13,695 people in 4,932 households. Approximately 2,046 students attend our schools. The district borders the state of West Virginia on the west, Avella School District on the north, Trinity School District on the east and Greene County on the south. Welcome to McGuffey!

* *Source: US Department of Commerce, Bureau of Census, 2000*

Mission of McGuffey School District

In a cooperative effort with the community, the mission of the McGuffey School District is to be an educational leader by enabling students to reach their full potential through the acquisition and application of knowledge and life skills. Through the excellent teaching staff, parent involvement, integration of technology into the curriculum at all grade levels, and alignment of the curriculum with the state standards, we are accomplishing this goal. Students throughout the district are given the opportunity to participate in many academic and athletic programs.

Our future is our children!

Parent Involvement

“It’s the Law”

“Every school will promote partnerships that will increase parental involvement and participation in promoting social, emotional, and academic growth of children.” (*Goal 8, National Education Goals*)

Under the *Elementary and Secondary Education Act, Title I, Part A*, and *Goals 2000: Educate America Act*, legislation recognizes the important roles that school, family, and community members play in helping our children succeed in school. Both acts provide greater opportunity for direct participation in the design and implementation of programs for the education of children.

Section 1118 improves parental involvement provisions in two ways: First, it establishes the role of the school in involving parents; Second, it divides the requirements into three components which are as follows:

- 1) Policy involvement
- 2) Shared responsibilities for high student performance
- 3) Building capacity for involvement

The above components reflect the range of roles parents can play in their child’s education as well as the need for parents and schools to develop ongoing partnerships and dialogue around student achievement.

Research shows:

* Children do best when parents are enabled to play four key roles in their children's learning;

Teaching - (helping children at home).

Supporting - (contributing their skills/time to the school and cooperating with the school).

Advocating - (helping children receive fair treatment).

Decision-Making - (participating in joint problem solving with the school at all levels).

* All parents and family want the best for their children and can help them succeed.

* Parent involvement provides strong benefits to children, not just in early childhood, but through high school years.

* Schools should take care to nurture parents' continued involvement and continuously nurture new parent leaders.

* Good family involvement programs do not always require new or additional money. People and organizations can and will meet the needs of the program in creative and innovative ways.

*(Rioux and Berla, 1994, Flaxman and Inger, 1991,
and Henderson and Berla, 1994).*

Parent/Family Involvement Policy

1. **Purpose** The Board recognizes the vital roles parents and families play in the education and welfare of their children. In accordance with its strategic plan, the district is committed to the idea that all students can learn and that families share a commitment to the educational success of their children. All programs will be planned and implemented with meaningful parent partnerships and community involvement.
2. **Definition** Parent and family involvement shall be defined as an ongoing process that assists parents and families, promotes clear two-way dialogue between home and school, and supports parents as leaders and decision-makers concerning the education of their children.
3. **Authority** The Board recognizes that the responsibility for each child's education is shared by the school and the family. It acknowledges that schools and families must work as cooperative partners to effectively educate all students. The Board will support the development, implementation, and evaluation of a parent and family involvement program.
4. **Guidelines** Parents realize the strengths and weaknesses of their children; therefore, the schools will communicate with them and seek their input throughout the school year.
The parent/family involvement program may include but is not limited to the following:
 - 1 Support for parents as school leaders and decision-makers in an advisory capacity.
 - 2 Secure Title I parents to serve on an ongoing Federal Advisory Council for the purpose of

providing input into the development of the Title I planning process.

- 3 Promote clear two-way communication between the parents and the schools utilizing the district website, as well as written communication about student progress, school programs, curricula, and the academic standards.
- 4 Provide community resources to strengthen student learning, family practices, and district programs.
- 5 Conduct annual surveys and meetings with parents, community members, and district personnel to evaluate the plan and to make revisions as needed.
- 6 Create a district environment that welcomes parents, family, and other community members.
- 7 Assist in developing an affective partnership by providing workshops and resources to parents and school staff.

Parent Involvement Resources

Parent Teacher Organization:

The PTO meetings are held on the second Wednesday of every month. All parents are encouraged to attend.

Parent Resource Center:

A variety of excellent parent involvement resource materials can be found at Claysville Elementary School. Please see the Reading Specialists for more information.

Parents Actively Learning (P.A.L.):

A parent involvement program is provided for the parents and families of McGuffey Title I students in grades K through five, based upon the needs assessment survey conducted yearly. The purpose of the program is to provide parents with current research, educational tips and strategies, and to promote strong parent and school communication. Reading Specialists develop and conduct the P.A.L. workshops held over the course of the school year. Workshops outside the district presented by other professional educators are also offered to parents.

Parents Involved for Better Readers

10 Easy ways

to become

a *very* positive influence

in *your* child's life.

1. Read to your child every night.
2. Talk to your child each day about homework and reward progress with your time or some inexpensive treat. Visit your child's classroom.
3. Talk to your child's teacher regularly.
4. Volunteer to help in the classroom or library.
5. Become part of the Parent's Advisory Council.
6. Support student events and performances by helping or attending.
7. Be patient when your child asks questions.
8. Join the local Parent and Teacher Organization.
9. Monitor and limit television viewing and video game time.
10. Serve as a positive role model.

What is Title I?

Title I is a federal program signed into law in 1965. Title I (previously called ESEA and Chapter 1) was designed to support quality education for every child. This is done by providing funding for assistance to students who need extra help. These are students who do not meet the academic standards which have been set for all students. “Highly Qualified” Reading Specialists assist these students in grades K-5.

The LEA’s plan for Title 1 must demonstrate how the LEA will substantially help children meet the State’s content and student performance standards.

The LEA’s plan must be jointly developed with the parents of participating children. The role of parents and families is referenced specifically in portions of the LEA plan requirements as follows:

A description of the LEA’s strategy to provide professional development for teachers, parents (where appropriate), pupil services personnel, administrators, and other staff.

A description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need in targeted assistance schools.

An assurance the LEA will coordinate and collaborate, to the extent feasible and necessary (as determined by the LEA),

with other agencies which provide services to children and families, including health and social services.

A description of student assessments the LEA will use to provide information to parents, students, and teachers on the progress being made toward meeting the State's student performance standards.

Since private schools do not participate in Title I, the LEA, as the administrative agent, would assume responsibility for carrying out parental involvement requirements with the parents of participating children.

What is Title I “Targeted Assistance”?

Each school year, an application is made for Title I funding. A school who receives this funding must have an economic need, based upon the number of students who receive free and reduced lunch. At the present time, only Claysville Elementary School qualifies for Title I funding.

Once a building qualifies for Title I funding, any child with academic need may qualify and receive Title I services provided by highly qualified Reading Specialists.

Targeted assistance programs provide intensive support and intervention. Research has shown that “targeted” students benefit greatly from one-to-one and small group instruction. This program reinforces district curricula and the State Standards utilizing a variety of teaching materials and strategies which are designed for student’s individual strengths and weaknesses. This program collaborates with classroom teachers, administrators, school counselors, tutors, and outside agencies as well as any other pupil services personnel.

Title I Screening and Assessments

Title I Screening

Title I Reading Specialists collaborate with classroom teachers, administrators, parents and other pupil services personnel to review data to determine which students would best be served by Title I services. Data reviewed include:

- DIAL-3
- DIBELS
- 4Sight
- Terra Nova
- PSSA

After reviewing the above data, students may qualify for Title I services. Parents are notified of the results of this screening and may accept or refuse these Title I services.

Title I Assessments

Title I students are progress monitored throughout the year and administered a baseline, mid-year, and end-of-year assessment to measure strengths and weaknesses. The data results from these assessments are used for planning instruction.

McGuffey/Claysville Personnel

Administrators

Beverly Arbore
Erica Kolat

Superintendent
Assistant Superintendent

Federal Programs

Tommy J. Bedillion
Jamie Butkus

Coordinator
Assistant Coordinator
Parent Involvement Coordinator

Claysville Elementary

Tommy J. Bedillion
Laura Jacob

Principal
Assistant Principal

Elaine Budner
Julia Hoge
Jeannie Jones

Kindergarten

Elaine Kucherawy

Debbie Crouse
Erin Doncals
Susan Hartger
Karen Kopnitsky

Grade 1

Mary Lea Dutton
Maryann Mamula
Beth McCleery
Reca Panian

Grade 2

Jennifer Janovich
Karen Jones
Diana Smith
Becky Tutay

Grade 3

Terry Bostich
Patty Ferrell
Renea Lacock

Cathie Laird

Grade 4

Bobbi Boardley
Laurie Maglietta
Ken Neundorf
Natalie Papson

Michelle Thomas
Tammy Yukon

Grade 5

Jean Sames

School Nurse

Stacey McLaughlin

Guidance Counselors

Erin Lambie

Mary Hilty

Emotional Support

Amy Osko
Alison Beck
Christy Boone
Sarah Shue

Learning Support

Jamie Butkus
Dianne Hendrick
Annette King
Marty Main

Title I / Reading Specialists

Julie Cox (Gym)

Itinerants

John Herold (Band)

Ben Hornfeck (Library)
Sandy Minter (Music)

Bonnie Sikorski (Computers)
Michelle Urbanek (Art)

Susan Flippin

Speech

Kelley McGuier

Gifted

Susan Carman

Secretaries

Missy Six

Rachelle Anderson

Aides

Priscilla Layne

Jeannetta Martin

Janet McGuier

Chris McMurray

Genevieve Minch

Heather Reeves

Susan Simms

Kim Verardi

Joyce Zajac

Special Services

Megan Van Fossan

Supervisor

Carly Wise

School Psychologists

Kara Kish-Fike

Jodi Fletcher

Secretaries

Cathy Jo Buchanan