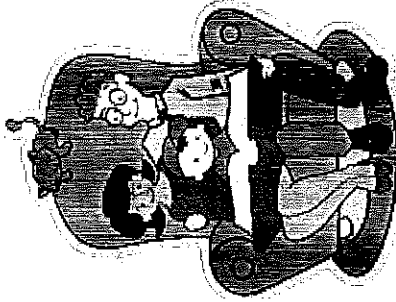


**Richmond R-XVI
Dear Elementary School**

**TITLE I
PARENT RESOURCE BOOK
2017-2018**



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Children become readers
on the laps of their parents.
Have you read to your child today?



WELCOME

Welcome to a new school year and to our Title I Reading family! At Dear we believe that students are helped the most when the school, parents, and students work together toward the common goal of making our students' reading success a reality. We hope this booklet will provide you with information you can refer to throughout the year.

WHAT IS TITLE I?

Title I is the nation's largest federally funded program for schools. Its goal is to help every child get a high-quality education by providing students with additional help in reading from highly qualified staff. Its resources are directed toward students who need them most.

There is no such thing as a child who hates to read; there are only children who have not found the right book.

~Frank Serafini

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CALENDAR

DEAR ELEMENTARY TITLE I ACTIVITIES

Below is the "skeleton" of our planned Parent Involvement Activities to put on your calendar. You'll receive more detailed information closer to the event.

SEPTEMBER:

12th, 21st— Title I Parent Orientation Meetings

OCTOBER:

10th — Preschool Family Literacy Night

13th — End of First Quarter

19th — Parent Teacher Conferences

NOVEMBER:

9th— Title I Family Literacy Night

DECEMBER:

TBA — 1st Grade Polar Express Family Literacy Night

20th — End of Second Quarter

JANUARY:

TBA — Kindergarten Winter Wonderland Family Night

MARCH:

9th — End of Third Quarter

APRIL:

5th — Annual Evaluation of Title I Activities Meeting

ELIGIBILITY

How do students qualify for Title I services?

Students qualify for additional support through Title services based on:

- Results of Pathways to Reading assessment, an assessment of beginning reading skills given to all kindergarten and first grade students
- Classroom work and assessments
- Teacher observations and recommendations
- The Title I curriculum has as its guide the Missouri Learning Standards of reading fiction and nonfiction, basic reading skills, writing, speaking, listening and language, and your child's general classroom instruction.
- Title I does NOT replace your child's classroom reading instruction. Instead, it is a **support** to your child's reading instruction, and helps to fill in any gaps and strengthen any weak areas.
- The Title I teacher is a reading specialist who works with very small groups of children to improve specific skills.
- The Title I teacher and your child's classroom teacher work together.

GOALS

Student goals for kindergarten and first grade children are to:

- Read grade level high-frequency words accurately and fluently
- Read grade level text (K-DRA Level 3 ; 1st-DRA Level 16) with ease and understanding
- Meet Missouri Learning Standards Benchmarks for the grade level.

Parents' goals are to:

- Be aware of student goals, so you can help your child gain the skills necessary to reach them
- Be knowledgeable of how your child is working to reach these goals and how you can provide help at home.
- Be aware of the progress he/she is making along the way, and to what level the goals are being met—attend parent-teacher conferences and request additional meetings, if you feel they are needed

PARENT COMMUNICATION

Newsletters: Each month Title I will send home *Reading Connection* with ideas you can use in working with your child. Watch also for a quarterly *Literacy Letter*, which usually focuses on information, activities and ideas about one or two specific skills

E-mail: Contact us at the e-mail address on the cover of this book. If you wish to be contacted by e-mail, please provide us with your current e-mail address.

Phone: To reach us during school hours, call Dear (816-776-5401) and leave a message. We'll return your call as soon as possible.

District Website: Look for information concerning upcoming Title I events, and suggestions for fun learning sites for kids as well as helpful sites for parents.

*Reading should not be presented to children as a chore or a duty.
It should be offered to them as a precious gift.*

~Kate DiCamillo

PARENT INVOLVEMENT OPPORTUNITIES

Title I provides different kinds of opportunities through parent and family activities so parents can be involved with their child's reading success.

1. **Parent Orientation** is a meeting in the fall which provides us the chance to visit with you about your child. We'll discuss your child's eligibility for Title I and the kinds of support we will provide to both you and your child. You'll also get an overview of the Dear Title I Reading Program and be provided the opportunity to ask questions and give suggestions about the plans and policies which guide us.
2. **Family Literacy Nights** provide fun literacy activities for the entire family.
3. **Parent Teacher Conferences** first and third quarter are opportunities to touch base with your child's classroom and Title I teachers to discuss the progress he/she has made toward student reading goals.
4. **Parent participation in Parent Surveys and Evaluations** gives us your opinions and ideas to help us evaluate our services.
5. **The Annual Review of Title I Activities Meeting** in the Spring is a chance to be a part of the design and implementation of the program's local plans and policies.
6. Parents are encouraged to take part in other activities throughout the year, such as Library Book Fair, classroom celebrations, field trips, art "clay nights", music programs, etc.

SPARTA VOLUNTEERS

To ensure the safety of our children, it is required by the Richmond R -XVI School District that all persons wishing to volunteer their time working in a classroom (including parties), or chaperoning a field trip MUST have a background check. There is no charge to submit the application, and it has to be renewed just every 5 years, instead of on a yearly basis. Only one background check is necessary to volunteer at every school in the district.

If you have any questions or concerns, please contact Julie Hyder, SPARTA Volunteer Coordinator, at 776-3059, ext. 21, or Debra Heil at 776-5401. Application forms are available from either. Please fill out the application completely and return it to your child's school. You will be notified when your application has been approved by the State of Missouri.

We appreciate your interest in volunteering.

PARENT RESOURCE CENTER

Dear Elementary has a **Title I Parent Resource Center** located in the Office. The center has books written especially for parents who want to work with their child at home. Each book is full of ideas, activities, information and guidance to help you as you help your child continue to develop as a happy and successful reader.

Select a book and check it out for one month by signing your name on the check-out sheet that has the name of your book on it. The process is easy—you do NOT need to check it out through the school librarian. It's a do-it-yourself check out on the honor system.

2017-2018 PLANS AND POLICIES

DISTRICT TITLE I PARENT INVOLVEMENT BOARD POLICY IGBC:

"Parent/Family Involvement in Instructional and Other Programs"

The district and parents of children participating in the Title I program will jointly develop and agree upon a written parent involvement policy that will describe how the district will:

1. Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content of the parental involvement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
6. Involve parents in the activities of the schools served.

Each school receiving Title I funds will jointly develop with and distribute to parents of children participating in the Title I program a written parental involvement policy agreed upon by such parents in accordance with the requirements of federal law:

1. The policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. The policy shall contain a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children.
3. Each school participating in the Title I program will convene a meeting annually to inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement policy.

DEAR ELEMENTARY TITLE I PARENT INVOLVEMENT PLAN

The staff of Dear Elementary is committed to continually pursuing strong parental involvement in all aspects of the Title I program.

Strategies for Parent Communication

All parents of students served by the Title I program will be invited to attend a Title I Parent Orientation meeting at the beginning of each school year in order to:

- Inform them of the school's participation in Title I
- Explain Title I requirements
- Explain their right to be involved
- Involve them in the planning, review, and improvement of Title I programs, including the school's parent involvement plan and the joint development of the school wide plan

- Provide parents:
- ◇ Timely information about Title I programs
- ◇ A description and explanation of the curriculum in use
- ◇ The forms of assessment used to measure student progress
- ◇ Proficiency levels students are expected to meet
- ◇ An interpretation of the school's annual performance report
- Provide other meetings, as requested by parents
- Provide a time for parent comments about the school wide plan

The Parent Orientation meetings will be offered at various days and times in order to accommodate parents. Title I funds may be used to provide child care, transportation, or phone calls in order to further provide parents the opportunity to attend.

Shared Responsibilities for High Student Achievement

The school will develop with parents a school-parent-student compact. The compact will outline how parents, the entire teaching staff, and the students will share the responsibility for improving student achievement and describe how the school and parents will build and develop a partnership to help children achieve the Missouri Learning Standards.

Building Capacity for Involvement

To ensure involvement of parents and to support a partnership with Dear Elementary, parents, and the community to improve student academic achievement, the school will:

- Provide parents with help on topics such as:
- ◇ Understanding the Missouri Learning Standards
- ◇ Understanding assessments

- ◆ Understanding how to monitor a child's progress
- ◆ How to work with teachers to improve their child's achievement
- ◇ Provide parents with training and materials necessary to improve their child's achievement through family literacy nights and/or parent workshops
- ◇ Educate, with parental help, all school personnel in valuing parent contributions, communicating and working with parents as equal partners, implementing and coordinating parent programs, and building ties between home and school
- ◇ Coordinate and integrate the Title I parent involvement program and activities with other existing parent involvement programs such as Head Start, Parents as Teachers, the public preschool programs, etc.
- ◇ Encourage and support parents in more fully participating in the education of their child by offering volunteer opportunities
- ◇ Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents in a format and language they can understand.

DEAR SCHOOL-PARENT-STUDENT COMPACT

SCHOOL RESPONSIBILITIES

Dear Elementary and its staff will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows:
 - Retain highly qualified principals and teachers
 - Provide instruction, materials, and high-quality professional development
 - Maintain a safe and positive school climate

2. Hold annual parent-teacher conferences and meetings to:
 - Discuss the child's progress/grades during the first quarter
 - Discuss this compact as it relates to the child's achievement
 - Examine the child's achievement and any pending options at the end of the third quarter
3. Provide parents with frequent reports on their child's progress with:
 - Newsletters and information from the Title I and the classroom teachers
 - Suggestions from the classroom teacher and Title I teachers
 - Quarterly grade cards/reports sent home by the school
4. Be accessible to parents through:
 - Phone calls or person-to-person meetings, or other methods acceptable to the parents and the teacher
 - Scheduled consultation before, during, or after school
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - Listen to children read
 - Help with classroom decorations, art projects, etc.
 - Present a program on your culture, a different country, etc.
 - Assist with holiday programs or parties, educational trips, etc.

*All volunteers must have a background check. Contact Mrs. Hyder at Sunrise Elementary, 776-3059, ext. 21 or Mrs. Heil at Dear Elementary, 776-5401 for more volunteer information.

PARENT RESPONSIBILITIES

I, as a parent or guardian, will support my child's learning in the following ways:

1. Make sure that he/she is in school and on time every day possible
2. Check that homework is completed
3. Read with or to my child daily
4. Attend parent-teacher conferences, or arrange a phone conference
5. Stay informed about my child's education by reading all communications from the school and responding appropriately
6. Read the Parent/Student Handbook and follow the rules and procedures

STUDENT RESPONSIBILITIES

I, as a student, will:

1. Attend school and be on time every day possible
2. Do my homework when it is assigned
3. Read aloud outside of school time
4. Give all notes and information from my school to my parent/guardian daily
5. Follow the school rules
6. Do my best

**For your information, there is a Parental Information and Resource Center available at <http://www.missouri-pirc.org/parent.html>. When you access this site you may want to click on "Links" and/or "Publications" to obtain information about available resources for parents and grandparents.

WE KNOW THAT STUDENTS LEARN BEST WHEN EVERYONE WORKS TOGETHER TO ENCOURAGE LEARNING

SCHOOLWIDE PROGRAM PLAN SUMMARY

Address each of the following:

1. The Richmond R-XVI School District gathered a group of relevant Stakeholders to guide the improvement planning process. They included the curriculum director, middle school principal, elementary principals, 2 board members, 2 parents/community members, 2 regular education teachers, 1 Title I teacher and 1 special education teacher.
2. **I. Needs Assessment—Schoolwide Program Plan:** The Stakeholder group reviewed the data available from the AYP (past) and APR data including MAP/EOC data disaggregated by school, grade, and subgroup, and local district data, including Developmental Reading Assessment (DRA) scores (3-5), pre- and post-testing in grades 6-8 and Scholastic Reading inventory testing in grades 7-8.
3. **II. Schoolwide reform strategies:** The building will provide opportunities for all children to meet the State's proficient levels by providing tiered instructional support through such programs as Response to Intervention. Effective methods and instructional strategies based on scientifically based research that strengthen the school's core academic program will be developed through Professional Learning Communities. BIST training is provided for all staff members, and is supported by two social workers, one housed at each elementary building. These two individuals counsel and work with students and their families:
4. High-quality student academic assessments such as DIBELS Next, DRA, Burns and Roe Individual Reading Inventory, running records, and classroom assessments will be used to assist in diagnosis, teaching and learning in the classroom, enabling low-achieving children to meet Missouri's Learning Standards and do well in the local curriculum; to determine the success of children served and to provide information to teachers, parents and students on progress made; and to determine what revisions are needed.
5. The amount and quality of learning time is increased and help is provided to enrich and accelerate the curriculum by providing before school and after school tutoring, summer programs and opportunities, and a Blast-Off! Program in August, to expose students to a small-group shortened day experience prior to school beginning.

6. The needs of historically underserved populations are served.

A. Counseling is provided by certified counselors in all buildings, and social workers at the elementary levels. Additionally, BIST support is available and contracted to support at-risk students. Through these efforts, low-achieving students have additional supports to be successful.

B. All students have finance exploratory courses at the middle school and all high school students are required to take a finance course.

7. Formative assessments are used consistently in grades K-2 through DIBELS Next assessments, classroom assessments, writing prompt assessments via Units of Study by Lucy Calkins and conversations with families. With the RtI implementation and philosophy, learners are frequently assessed to determine if interventions meet student needs.

8. Teachers are included in the decisions regarding the use of MAP and other assessments to provide information on and to improve the achievement of individual students and the overall instructional program. Team meetings are used to review data of individual learners. These meetings occur by recommendation of classroom teachers as well as from universal screening assessment information. Study Island has been purchased to assist students in school and at home to prepare for the MAP. Likewise, Scholastic Reading Inventory and Scholastic Reading Counts are used at the upper grades.

9. The district has offered assistance to teachers to ensure students who experience difficulty mastering proficient levels of Missouri's Learning Standards shall be provided with effective, timely additional assistance. The district has trained staff members via an iTeam (instructional leadership team), who has been trained by McREL learning labs in the ways we motivate students using grades. This has caused a change in the culture of how students truly are motivated to learn. Additionally, the Common Core Standards have been highlighted in terms of the speaking standards. Many more active, interactive and verbal methods of learning are taking place.

10. Individual student MAP results are provided in a language parents can understand through a translated version or by a translator, a parent-teacher conference, and/or a detailed explanation sent home to parents.

11. III. Instruction by highly qualified teachers

Teachers that are highly qualified have documentation on file.

12. The district uses federal funds for teachers to become highly qualified, including materials needed to prepare for the Praxis, the costs of the Praxis, needed coursework, etc.

13. **IV. Professional development:** The Richmond R-XVI School District has offered a Summer Institute to all teachers for over ten years. This has been an opportunity for staff members to be trained in a similar way, with a similar focus. This has been very well received, with over 75 teachers (out of about 110) attending these trainings. The instructional team then uses PLC time to review, reflect and provide more information for implementation.

14. High-quality teachers are recruited through Career Placement Days at MU, UCM, Northwest, William Jewell and Missouri Western. Partnerships through Park and William Jewell have allowed us the opportunity to place student teachers in our buildings with the hope of retaining high-quality candidates. We have recently purchased TalentEd to allow for additional recruitment possibilities via technology.

15. **V. Parent Involvement:** Parents are involved in planning activities and school decisions, and with meetings and notifications concerning student progress.

16. The district coordinates and integrates federal, state and local services and programs to support the school's efforts. Because of PLC implementation, all services have the opportunity to meet and support individual students. Title I teachers, as well as Special Education teachers, meet with regular education instructors to coordinate efforts for student achievement. The following agencies are frequently consulted: DFS, county juvenile authorities, HeadStart, private preschools, and local and county police/sheriff departments.

17. The plan is made available to the LEA, parents, and the public, in an easily understandable and uniform format. During planning meetings and Title I Orientation meetings, LEA Plans are reviewed and suggestions are given for improvement. This is explained so that "education-ese" terms can be defined.

18. **VI Preschool Transition:** Kindergarten round-up is used as a time for screening purposes. A family night is held for those enrolling in kindergarten. Our Blast Off! program is a 7 day pre-kindergarten experience to prepare students in a small group, 1/2 day setting for beginning kindergarten. The Title I preschool teacher meets with families and HeadStart on Wednesdays to prepare students and parents for kindergarten.

19. The preschool will not be included as part of the Schoolwide program.

****You can find the entire plan at www.richmond.k2.mo.us****

Click Parent Resources/Special Services/Title I/Dear Elementary/School-wide Plan



A book is a gift you can open again and again

~Garrison Keillor

PARENTS' RIGHT TO KNOW

Our district is required to inform you of certain information that you, according to The No Child Left Behind Act of 2001 (Public Law 107-110), have the right to know.

Upon your request, our district is required to provide to you in a timely manner, the following information:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.
- What baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher, and the field of discipline of the certification.

In addition to the information that parents may request, districts must provide to each individual parent:

- Information on the achievement level of the parent's child in each of the state academic assessments as required under this part; and
- Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified

Once you learn to read, you will be forever free.

~ Frederick Douglass

NCLB COMPLAINT PROCEDURES

The Federal No Child Left Behind Act of 2001 (NCLB), Title IX Part C, Sec. 9304(a)(3C) requires the Missouri Department of Elementary and Secondary Education (DESE) to adopt procedures for resolving complaints regarding operations of programs authorized under the Act, including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, and Title VII and Title IX, part C.

Any parent, teacher, or member of the public may file a complaint. A formal complaint must be a written, signed statement that includes: (1) an allegation that a federal statute or regulation applicable to the state educational agency (SEA) or a local education agency (LEA) program has been violated; (2) facts, including documentary evidence that supports the allegation, and (3) the specific requirement, statute, or regulation being violated. The following steps are to be followed by parents/guardians or the public when questions or complaints arise regarding the operation of the school district or federal programs administered by the Department of Elementary and Secondary Education (DESE) that cannot be addressed through other established procedures.

1. Complaints on behalf of individual students should first be addressed to the teacher or employee involved.
2. Unsettled matters from (1) above or problems and questions concerning individual schools should be presented in writing to the principal of the school. The principal will provide a written response to the individual raising the concern within five (5) business days of receiving the complaint or concern.
3. Unsettled matters from (2) above or problems and questions concerning the school district should be presented in writing to the superintendent. The superintendent will provide a written response to the individual voicing the concern within five (5) business days of receiving the complaint or concern.
4. If the matter cannot be settled satisfactorily by the attention of the entire Board, the Board will address each concern or complaint in an appropriate and timely manner.

The decision of the Board shall be final except in the case of complaints concerning the administration of federal programs. In that case the complainant may go to the appropriate section of DESE and from there on to the United States Secretary of Education.

The Board considers it the obligation of the professional and support staff of the district to field the questions of parents/guardians or the public. Accordingly, the district will inform patrons of this complaint procedure and its availability.

Complaints regarding district compliance with nondiscrimination laws will be processed according to policy AC. Employee grievances will be processed in accordance with the established employee grievance procedure or as otherwise required by law. All other grievances for which there is a specific policy or procedure will be addressed pursuant to that policy or procedure.

LOCAL EDUCATIONAL AGENCY (LEA) PLAN

What is an LEA Plan? A school district may receive Title I funds only if the district has a state-approved LEA plan for implementing the Title I program. This plan is to help low-achieving students meet the Missouri Learning Standards. The LEA plan is to be developed in consultation with teachers, principals, administrators, other appropriate school personnel, and parents of children in schools served with Title I funds. Each district is required to review the LEA plan annually and to make any necessary changes in the district's Comprehensive School Improvement Plan (CSIP).

Reading is to the mind what exercise is to the body.

~Richard Steele

2017-18 LEA PLAN SUMMARY

1. The district will coordinate and integrate Title I services with other educational services at the district or school level. Title I is used to help support the academic goals within the district. Teachers work with all staff members to ensure that each learner is receiving instruction based on their individual learning needs.
2. Migratory and former migratory children who are eligible to receive services under Title I are selected to receive such services on the same basis as other children receiving Title I services.
3. Title I services are delivered through targeted assistance (Sunrise) and a school wide program (Dear). Students identified as tier 3 receive intensive one-on-one or very small group instruction with a Title I teacher while those identified as tier 2 receive in-class small group instruction with the classroom teacher.
4. The LEA will provide instruction to students at risk of academic failure through push-in (Dear) and pull-out (Sunrise and Dear) instruction.
5. Title I instructional services are used for educational assistance to individual students assessed as needing help in meeting Missouri's Learning Standards. We currently employ 5.5 employees that are all highly qualified. This includes a full-time preschool teacher and 4.5 elementary reading teachers. We have no Title I math.
6. Evidence-based practices supported with Title I funds that will be implemented to strengthen the school's core academic program are Professional Learning Communities and tiered instructional support. Need for tier instructional support is determined via a universal screener (DIBELS Next, or Dynamic Indicators of Basic Early Literacy Skills), DRA reading levels, and teacher input.
7. The district will extend student learning time (if applicable) by providing before and after-school tutoring, summer programs, and other programs such as "Blast-Off" for students entering kindergarten and first grades. This serves as an introduction to the school year.

8. MAP Communication Arts scores, Developmental Reading Assessment (DRA), Scholastic Reading Inventory (SRI), DIBELS Next, NWEA MAP and text-based assessments including pre-, post-assessments and benchmarks may be used to help in diagnosis, teaching, and learning in the classroom enabling low-achieving children to meet the Missouri Learning Standards; to determine success of children served; and to determine what revisions need to be made.
9. For Targeted Assistance only (Sunrise), the assessments in #8 and the following may make up the multiple criteria used to identify eligible children most in need of services: teachers' objective checklists/academic indicators and developmentally appropriate assessments.
10. NA
11. Preschool services are supported with Title I funds. The research-based preschool curriculum chosen is "Project Construct". Services provided to Title I preschool students are 1/2 day, four days per week, with three-year-olds attending the morning session and four-year-olds the afternoon session. One day per week is used to collaborate with Head Start, Early Childhood Special Education (ECSE), area preschools and the families with children in the program.
12. The LEA has identified effective parental involvement processes and is providing educational activities. Throughout the year parents are invited to workshops based on their interests and family activities such as Book Fair Family Night, Family Literacy Nights, Polar Express Family Night, and Reading Resolutions Family Night, among others. Title I meetings are provided to review data and plan for the upcoming year. This is done in the spring of each school year.

Reading is important, because if you can read, you can learn anything about everything and everything about anything.

~Tomie dePaola

PARENTS AS TEACHERS (PAT)

Being a parent is hard work! PAT is here to help you!

As a parent, you are your child's first and most influential teacher.

- PAT can help you lay a strong foundation for your child's future success in school.
- PAT is offered free of charge to parents of young children.

Parents as Teachers is a free, voluntary parent education and family support program serving families in the Richmond School District who have a child prenatal to kindergarten.

PAT provides:

- Home visits by a certified parent educator to inform, support, and encourage parents
- Group meetings with other parents to share parenting experiences and talk about other topics
- Developmental screenings (given up to age 5)
- Connections to community resources

Give your child the best possible start in life because your baby was born to learn!

Contact: Debby Gill, PAT Coordinator at 776-6912 or Piper Peterson at 776-5401 if you are interested in joining or finding more information about the Parents as Teachers (PAT) program.

You may have tangible wealth untold; caskets of jewels and coffers of gold. Richer than I you can never be. I had a mother who read to me.

~Strickland Gillilan