

# Title Funding Parent and Family Engagement Orientation



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## GRADUATION PLUS+ *Vision Statement*

Upon graduation, BUFSD students will be empowered to enter the workforce with appropriate skills, certification, or licensure, or be enrolled in a post-secondary program of study. Individual success pathways will be aligned to students' strengths, preferences, and interests, equipping them to lead productive, meaningful, and joyful lives.



### **SUCCESS** Pathways **WE BELIEVE...**

- ✦ That each child's PLUS will be reflective of his/her strengths, preferences and interests.
- ✦ That college, career and civic readiness are of equal value and importance.
- ✦ That providing CTE pathways and work-based learning experiences will create vast Graduation PLUS opportunities.
- ✦ In the utility of NYSED diploma seals (bi-literacy, civics) and students' ability to earn college credit while in high school.



### **Meaningful and Relevant Instruction and ASSESSMENT** **WE BELIEVE...**

- ✦ In nurturing the whole child (physical, emotional, academic, social, cultural).
- ✦ That a well-rounded education will include foundations of literacy (ABCs), numeracy (123s), physical education and the arts.
- ✦ In cultivating relevancy through Project and Problem-Based Learning and Assessment (PBLA) opportunities with real-world application.
- ✦ In leveraging our student's strengths, preferences and interests to revitalize the Brentwood community.



### **GROWTH** Culture **WE BELIEVE...**

- ✦ That having high expectations for ALL students is the key to unlocking their full potential.
- ✦ That critical thinking is an essential competency for 21st-century success.
- ✦ That cultivating intellectual openness will allow students to improve their school, community and the world.
- ✦ In curating an academic program with acceleration and enrichment as core design elements from inception.
- ✦ That all BUFSD stakeholders are lifelong learners.



### **EMPOWERED** Stakeholders **WE BELIEVE...**

- ✦ That everyone is entitled to a safe, healthy, caring, and culturally responsive environment that fosters equity, dignity and belonging.
- ✦ That attendance is vital to maximize student potential.
- ✦ That student success is proportional to the extent and quality of stakeholder engagement.
- ✦ Our students should have the freedom to pursue their diploma, career clusters, certifications and licensure while in high school.
- ✦ In the power of BUFSD Pride!



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# ESSA Programs

Program	Description
<a href="#">Title I, Part A</a> – Improving Basic Programs Operated by LEAs	<p>Provides supplemental financial assistance to school districts/schools with a high percentage of children from low-income families, to provide all children a significant opportunity to receive a fair, equitable, high-quality education and to close educational achievement gaps.</p> <ul style="list-style-type: none"><li>• At least 40% of students must be eligible</li><li>• At least 80% of students in each BUFSD school are eligible</li></ul>



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<p>Title II, Part A – Supporting Effective Instruction</p>	<p><a href="#">Title II, Part A</a> is designed to advance excellence in teaching and learning and to promote equity in educational opportunity throughout the State.</p>

Source: <http://www.nysed.gov/essa/programs>



# ESSA Programs

Program	Description
Title III – Language Instruction for English Language Learners and Immigrant Students	<u>Title III</u> is designed to enable English Language Learners/Multilingual Learners and Immigrant Students to develop English language proficiency, as well as access the State’s challenging academic standards, through the provision of high-quality instruction and support.



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Title IV, Part A - Student Support and Academic Enrichment	<a href="#">Title IV, Part A</a> provides supplemental funding to help provide students with a well-rounded education, improve school conditions and improve the use of technology.



# McKinney-Vento Education for Homeless Children and Youths

- [Title I, Part A \(the McKinney-Vento Act\)](#) provides support and assistance to homeless children
  - District liaison, Michelle Stylianos
    - [mstylianos@bufsd.org](mailto:mstylianos@bufsd.org)
    - 631-434-2394



# Equitable Services for Nonpublic Schools

- NYSED's [guidance on equitable services for nonpublic schools](#) is intended to ensure that the BUFSD shares Title funds with all eligible private schools



# How do Schools Receive Title I Funds?

School districts receive an allocation based on the number of low-income children in the district

Funds are distributed among schools based on the percentage of students who are eligible for free/reduced price lunch

The percentage of eligible free/reduced price lunch students in Brentwood schools typically ranges from 80% to 93%

# BUFSD Priorities, Title I, Part A

- Elementary
  - Supporting students' physical, social and emotional health
  - Improving state ELA and math assessment participation rates
  - Improving state ELA and math proficiency rates district-wide
  - Improving state ELA and math proficiency rates for subgroups where achievement gaps have been noted, including: English Language Learners (ELLs), Students with Disabilities, and Economically Disadvantaged students



# BUFSD Priorities, Title I, Part A

- Secondary
  - Increasing graduation rates
  - Decreasing drop-out rates for “at-risk” youth, particularly for ELLs, where an achievement gap has been noted



# Title I Services for Students: Academic Intervention

Students who score below proficiency levels on state tests in core academic subjects (i.e., English Language Arts, mathematics) receive academic intervention services (AIS).

AIS varies depending on the needs of the child (Math and/or Reading lab, research-based systematic intervention programs, small group instruction, extra period of instruction, etc.).

Schools provide parents of students receiving AIS services with the following information: the reason why the child has been identified, the type of services the child will receive, and when the services will begin and end. In addition, schools provide parents with reports on the child's academic progress in the AIS program via conferences and trimester report cards.

**Services are based on scientific research regarding effective instructional practices.**

**Detailed information on AIS services can be obtained through your child's classroom teacher.**



# Parent and Family Engagement

As a Title I parent, you have the right to:

- Ask for information related to your child's academic performance
- Participate in parent meetings and conferences
- Review the educational credentials of your child's teachers and/or teaching assistants
- Review your school's achievement data
- Participate in the development and evaluation of the school's parent involvement policy and the school-parent compact via the School Improvement Team (SIT) and PTA



# Parent Involvement Policy & Compact

All Title I schools must adopt a parent involvement policy and compact.

The compact describes how the school and parents will work together to promote student achievement.

The parent involvement policy describes how the school will involve parents and families in planning, review and improvement of the Title I program at the school.

School Improvement team and PTA work collaboratively!



# Stay Involved in Your Child's Education!

Ask questions about the instructional program in your child's school.

Join the PTA and get involved on school committees.

Participate in the review of Title I parent policies and activities at your school.

Contact the Office of Funded Programs if you have any questions about Title I.

**631-434-2403**



# Fact Sheet for Parents

## 5

Things every parent should know about New York State's plan for the Every Student Succeeds Act



<b>What is ESSA?</b>	The Every Student Succeeds Act (ESSA) is a law that outlines how states can use federal money to support public schools. In January 2018, the federal government approved New York State's plan to spend the approximately \$1.6 billion the state receives annually under ESSA.
<b>Why does it matter?</b>	New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2016, New York State asked for feedback to design a plan that improves equity, access, and opportunity for all students.
<b>What do parents need to know?</b>	Below are highlights of important elements for parents and families in the plan. We encourage you to visit <a href="#">the ESSA Section of NYSED's website</a> to learn more about the plan.

### 1 New York State values a well-rounded education for all.

Parents and families should know how their child's school is performing in many areas, not just academic subjects.

Schools and districts will be measured annually on these indicators		Future indicators
For all schools	For high schools	
<ul style="list-style-type: none"> <li>English language arts</li> <li>Math</li> <li>Science</li> <li>Progress in learning English (for those who are learning English as an additional language)</li> <li>Chronic absenteeism (absent 10% or more instructional days)</li> </ul>	<ul style="list-style-type: none"> <li>Social studies</li> <li>Graduation rate</li> <li>College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Out-of-school suspensions (beginning with 2018-19 results)</li> <li>Being ready for high school (once data becomes available)</li> </ul>

### 2 New York State wants to reduce testing time and improve the testing experience.



State tests in grades 3-8 English and math will be reduced from three to two days each.

95%

The law requires that 95% of students in each tested subgroup take the appropriate state tests. New York State will work with parents, schools, and districts to increase participation.



New York State will continue to translate state math and science tests into more languages, and when funding becomes available, will create a language arts tests in students' native languages.



# Parents' Right-to-Know

- At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request information regarding the professional qualifications of the student's classroom teachers, including at a minimum:
  - 1. Whether the student's teacher:
    - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - Is teaching in the field of discipline of the certification of the teacher.
  - 2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.



# Parents' Right-to-Know

- If you would like this information, please contact:
  - Vincent Todisco, Coordinator of Funded Programs, at 631-434-2403 or via email at [Vincent.Todisco@bufsd.org](mailto:Vincent.Todisco@bufsd.org)
  - For more information on ESSA, and the role of parents, please visit the United States Department of Education's (USDE) website

<https://www.ed.gov/laws-and-policy/laws-preschool-grade-12-education/every-student-succeeds-act-essa>



# ESSA-Funded Programs Complaint Procedures

- The following is the process for resolving complaints submitted to the New York State Education Department's (NYSED) Office of ESSA-Funded Programs alleging that a local educational agency (LEA), grantee or NYSED has violated a law, rule, or regulation in the administration of any "covered Federal program" under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)



<https://www.nysed.gov/essa/new-york-state-essa-funded-programs-complaint-procedures>

# ESSA-Funded Programs Complaint Procedures

- Step 1: Attempt to Resolve the Complaint at the Local Level
- Step 2: Submission of Complaint to NYSED
- Step 3: Review of Complaint
- Step 4: Resolution of Complaint
- Step 5: Appeal of Resolution to U.S. Department of Education



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# ESSA Resources for Parents/Families

- NYSED ESSA Webpage:
  - <http://www.nysed.gov/essa>
- ESSA Fact Sheets for Parents (multiple languages), Educators, and Teachers:
  - <http://www.nysed.gov/essa/fact-sheets>
- NYSED ESSA Programs Overview:
  - <http://www.nysed.gov/essa/programs>
- NYSED ESSA Dashboard for Parents:
  - <http://www.nysed.gov/essa/parent-dashboard>



Thank  
you

