

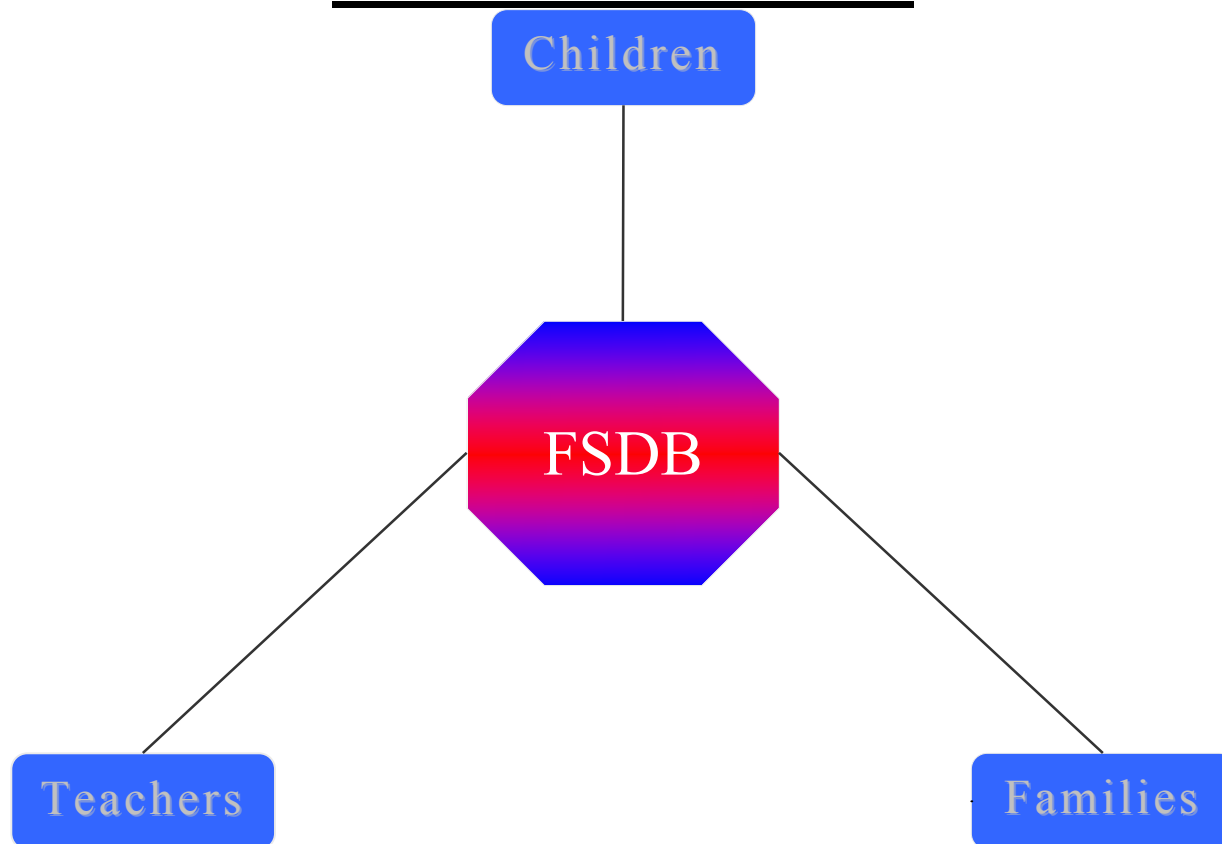
2011-  
2012

# Title I, Part A: Handbook

## The Florida School for the Deaf and the Blind

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### Deaf Middle School





## **SECTION I: GENERAL INFORMATION, “NO CHILD LEFT BEHIND”**

Title I (called Chapter I from 1981-1994) is the largest federal aid program for elementary and secondary schools. This federal program provides funds to school districts across the country to improve the educational performance of students in high-poverty schools. Since FSDB is a boarding school, all students who reside on campus through the week are included in the school poverty count, in addition to students who commute and are eligible for a free or reduced lunch (in accordance with the Richard B. Russell National School Lunch Act). Due to FSDB’s high poverty count, all campus schools meet the poverty criterion. Because FSDB uses the “schoolwide” model for services, *any* student within a Title I school is eligible for this program. The alternate “targeted” assistance model provides Title I services only to students who qualify for a free or reduced lunch.

### Brief History Of Title I

Title I of the “Elementary and Secondary Act” (ESEA) was originally enacted in **1965** as a part of President Lyndon B. Johnson’s War on Poverty.

In **1981**, Congress passed the “Education Consolidation and Improvement Act” (ECIA). The law renamed the program “Chapter 1”.

The **1988** “Hawkins-Stafford Elementary and Secondary School Improvement” Amendments restored some of the parental involvement and administrative rules eliminated by ECIA. This 1988 reauthorization also targeted more funds on the neediest areas, created a separate component for preschool students, and added program improvements mandating state intervention in failing programs. The law also attempted to link the Chapter I program more closely with the regular school program and encouraged a greater focus on “higher-order” thinking skills, rather than continuing the traditional program focus on basic skill drills.

The program was reauthorized in **1994**, through the “Improving America’s Schools Act”. In addition to renaming the program “Title I”, this new law:

- established the principle that Title I students will be taught at the same high standards as other children
- eliminated federal testing requirements and evaluated the performance of Title I schools and students using the same standards and assessments that apply to other children within the state
- provided expanded flexibility to local schools in exchange for heightened accountability for results
- emphasized professional development for educators to help them implement new, research-based techniques
- changed the funding allocation formula and school eligibility standards to focus more funds on the highest-poverty schools

The next reauthorization, entitled “The Educational Excellence for All Children Act” was released in **2000** by President Clinton. This reauthorization focused on “sustained change” that makes “long-term educational sense.” Four principles guided the new reauthorization proposal: (1) high standards in every classroom (2) improving teacher and principal quality (3) strengthening accountability (4) ensuring that all children can learn in environments that are safe, disciplined and drug-free, where their parents feel welcome and involved.

President George W. Bush signed the most recent reauthorization package, “No Child Left Behind Act of 2001” (NCLB) on January 8, **2002**. This is the most sweeping reform of the ESEA since it was enacted in 1965. It redefines the federal role in K-12 education to helping to close the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principles: 1) stronger accountability for results 2) increased flexibility and

local control 3) expanded options for parents 4) and an emphasis on teaching methods that have been proven to work.

*Title I, Part A has one overriding goal--To improve the teaching and learning of children in high-poverty schools.* To accomplish this goal, Title I Part A supports school districts through funding from federal government, monitored and distributed by the state. Schools decide for themselves how to spend their program funds, asking for parental and administrative input in this process. This parental input must be “meaningful consultation” in all aspects of the Title I program, and must occur on a “timely” schedule.

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**SECTION II: PARENT INVOLVEMENT AND TITLE I**

A goal of Title I, Part A law is to continue the focus on *parental involvement*. Section 1118 of NCLB sets forth provisions which reflect the overall principles of the Act through (1) placing accountability on the schools and parents by providing accessible information to families, (2) collecting data on student achievement, (3) informing parents of teacher and paraprofessional qualifications, and (4) providing parents and families with genuine choice options.

Section 1118 of the NCLB Act also requires a portion of Title I funds be spent on “fostering and encouraging” effective parent involvement. Ways in which the Florida School for the Deaf and the Blind (FSDB) does so are:

- by providing information to parents through:
  - the School-Parent Compact
  - the Parents “Right-to-Know” notifications
  - informing parents if their child is not being taught by a “highly qualified” teacher or paraprofessional through letters sent home
  - the Parent Connection newsletter
  - the school website, [www.fsdb.k12.fl.us](http://www.fsdb.k12.fl.us)
  - Individual Educational Plan meetings
  - Title I Parent Advisory Team meetings
- through parent activities offered by the Parent Information Office
- providing funding for transportation to parent activities
- providing supplies and materials for student activities at home

For more information on the Parental Involvement provisions under Title I, Part A of NCLB refer to the Technical Assistance paper titled, “Technical Assistance Paper Related to Title I Parental Involvement,” which was published in February of 2006 by the Florida Department of Education. More current papers may be found by visiting the state department of education website, [www.fldoe.org](http://www.fldoe.org)

Each of the Title I schools at FSDB has a parent advisory team to assist with program planning, development, updating, and evaluation. There are 3 representatives for each school. The Deaf Middle School Title I Parent Advisory Team members are:

**Tracy Lee**  
**Wendy Byrd Jung**  
**Allison Dornstauder**

Title I Parent “Right To Know” Notifications

At the Florida School for the Deaf and the Blind we look at our students’ academic achievement as our number one priority. Please note that you have the right, as parents of students in a school receiving Title I funds, to request the following information:

- Whether your student’s teacher has met state certification 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 qualifications of certification criteria have been waived
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of study of the certification or degree
- Whether your child is provided services by paraprofessionals, and if so, their qualifications

You will be notified in writing if your child has been assigned to a class or been taught by a teacher who has not met the NO CHILD LEFT BEHIND highly-qualified criteria. If you have any questions about this requirement or wish to make an enquiry regarding the teacher or paraprofessional qualifications, please contact your school’s assistant principal, Martin Price, at 904-827-2530 V or 866-867-9488 VP or [pricem@fsdb.k12.fl.us](mailto:pricem@fsdb.k12.fl.us)

If you have a question regarding a particular paraprofessional’s qualifications, please contact the Director of Human Resources Ms. Carrie Arnold at 904-827-2321 or via email [arnoldc@fsdb.k12.fl.us](mailto:arnoldc@fsdb.k12.fl.us).

Additionally, the 2011 FCAT results for students in grades 3-11 were released in July and were immediately mailed to families. If you have not yet received your child’s results, please contact your child’s assistant principal.

Parental Information and Resource Center (PIRC)

The U.S. Department of Education created the first PIRCs in 1995 to provide parents, schools, and organizations involved to understand how children develop and what they need to *succeed in school*. The PIRC centers work closely with parents, educators, and community organizations to strengthen partnerships so that children can reach high academic standards. The **No Child Left Behind** education act requires school districts with Title I schools to inform parents of the existence and purpose of the state’s PIRCs.

The current funding cycle ends on September 30, 2011. A sixth year of funding was proposed by the United State Department of Education for PIRCs; however, recently all 62 PIRCs nationwide, including the United States territories, were notified that this additional sixth year of funding will not be available.

At present, the Florida PIRCs plan to continue to keep available to you and to Florida’s families, their PIRC websites and electronic resources such as Tip Sheets and toolkits. Both of the PIRCs in Florida have provided valuable resources to the Florida Department of Education, districts, schools, and to families statewide. This will be a great loss to Florida and we will miss not having the level of support both PIRCs have provided in our state.

To view the latest PIRC Parent Notifications in multiple languages, please consult the PIRC websites:

Florida PIRC of the Family Network on Disabilities (FND): [www.floridapirc.org](http://www.floridapirc.org)

Florida PIRC at the University of South Florida (USF): [www.florida.pirc.usf.edu/aboutus/notify.htm](http://www.florida.pirc.usf.edu/aboutus/notify.htm)

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**SECTION III: DEAF MIDDLE “PARENT INVOLVEMENT PLAN” (PIP)**

Principal—Rebecca Hilding  
Assistant Principal—Martin Price

In support of strengthening student academic achievement, each school that receives Title I funds must jointly develop a parent involvement plan with parents of participating children. The plans should be agreed upon by parties involved in their development, and distributed to all “stakeholders” including parents, school staff, and administrators. Each written parent involvement policy contains information required by section 1118(a)(2) of the *Elementary and Secondary Education Act* (ESEA), which was later reauthorized as *No Child Left Behind* (NCLB). This parent involvement plan establishes the expectations for involving parents as partners in their child’s education, and outlines how each school will implement a variety of different parent involvement activities. These school-level plans will be incorporated into the Title I/School Improvement Plan as required in Sections 1114 (b)(2) of the ESEA.

Parent Involvement Mission Statement for Deaf Middle School Families:

Research confirms that parent involvement is a powerful influence on a child’s achievement in school. When schools work together with parents to support learning, children are inclined to succeed not only in school, but also throughout life. Parents/legal guardians are encouraged to participate as informed partners with school personnel in implementing the Title I school programs in an effort to improve student academic achievement and school performance. The Deaf Middle School welcomes and encourages parental support and involvement in efforts to improve our academic program.

Parent Involvement Plan Components:

1. *Describe how the school will involve parents in an organized and timely manner in the planning, review, and improvement of Title I programs at their school, including involvement in deciding how the required set aside for parent activities will be used as per Section 1118(a)(3), 1114(b)(2), and 1118(a)(2)(B) ESEA.*

**Response:** The Title I assistant grant coordinator, in conjunction with the principal and assistant principal of each Title I school, assembles the “Title I Parent Advisory Team” each August prior to the start of the school year. These representatives—three from each Title I school—meet regularly in order to develop, review/revise, and evaluate all Title I plans & programming. This Title I parent team meets a minimum of 5 times each year. The 1% set aside for parent involvement is specifically addressed (and determined) in the January Title I Parent Advisory Team meeting. This early planning of the set aside allows for revisions—upon parent request—before the Title I grant is written in June.

2. *Describe how the school will coordinate and integrate parent involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate as per Section 1118(e)(4) of the ESEA.*

Response: For 2011-2012, a portion of the Title I funds will be used to purchase enrichment materials for parents to use with their child at home. These may include paperback books and other literacy materials. The classroom teachers and assistant principal in each school will select the enrichment materials, and the Title I Inventory Manager will assist with the paperwork such as the requisite purchase orders. Finally, the Parent Information Office typically hosts parent workshops at least 4 or 5 times each year on a variety of topics for the specific purpose of building parent capacity. These workshops may include information on how parents can help their children at home by sharing with the enrichment activities as well as how to provide appropriate homework help. Such information is also sent home at the end of each school year, with final report cards, providing parents resources and ideas for summer enrichment activities.

3. *Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), adequate yearly progress, school choice, Supplemental Education Services (SES), and the rights of*

*parents. Include the timeline and persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity (all requirements as per Section 1118(c)(1) of the ESEA).*

**Response:** The Title I Coordinator, through collaboration with the campus Parent Information Office, Print Shop, and Webmaster, ensures that information regarding all of the above is made available to parents in Title I schools through 3 main channels:

- The “Title I Handbook” for each school is prepared in the campus Print Shop and sent home to parents at the beginning of October of each school year; this handbook contains all Title I plans and parental right notifications such as contact information for the state PIRCs.
- The FSDB website, [www.fsdb.k12.fl.us](http://www.fsdb.k12.fl.us) also contains this information as well as specifics relating to school choice options e.g. the required list of SES agency providers.
- *The Parent Connection* parent newsletter prints all parent right notifications—such as the parent right to know about teacher & paraprofessional qualifications—as well as occasional highlight pieces on grant activities.

Deaf Middle School parents are kept informed about AYP through the District in Need of Improvement letters sent each August as per state requirements. There is also a yearly "School Report" that includes AYP data in addition to other required information. For many years, this was accomplished through a brochure mailed out to all parents. During the past few years, an electronic copy of this report has been available via the FSDB website with links to additional information on the FL Dept. of Education website.

The effectiveness of these activities is determined by parent feedback during the Title I parent team meetings. Regarding Even Start, Head Start, Early Reading First, and other preschool programs—students served at FSDB have significant hearing or vision deficits and are typically not served by preschool programs of this nature. However, outreach efforts in the form of home educational visits do transpire through the campus Outreach Department.

4. *Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds services such as child care, transportation, or home visits as outlined under Section 1118(c)(2) of the ESEA.*

**Response:** The Title I Parent Advisory Team meetings will be conducted at different times and days during the school year to promote attendance by parents who have varying work & personal schedules. In addition, the Title I grant provides travel expenses reimbursement for parent in Title I schools to travel to FSDB for meetings or other parent capacity-building activities. “Travel expenses” (as per state agency guidelines) may include meals, hotel costs for overnight stays, or gas costs.

5. *Describe how the school will implement activities that will build capacity for strong parent involvement, in order to ensure effective involvement of parents and to support a partnership among the school staff, parents, and community to support student academic achievement. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement, all required by Section 1118(e) and Section 1118 (e)(2) of the ESEA.*

**Response:** The Title I Handbooks, distributed to all Title I families in the fall of the school year, contain the “Student-Teacher-Parent Compact.” This compact specifically lists the responsibilities undertaken by students, their parents, and their teachers that will contribute to academic achievement.

The Parent Information Office will continue to provide current parent activities & trainings, such as parent ASL (sign language) and Braille classes; these classes facilitate improved

communication between parents and their children and involve parents to a greater extent in homework (during the 2011-2012 year free American Sign Language classes will be offered online via webcam). The campus Parent Information Office typically hosts parent workshops at least 4 or 5 times each year on a variety of topics for the specific purpose of building parent capacity. These workshops may include information on how parents can help their children at home by sharing with them enrichment activities as well as how to provide appropriate homework help.

6. *Describe the training the school will provide to educate its teachers, student services personnel, principals, and other staff in how to work with parents as equal partners, and on the value and utility of contributions of parents as per Section 1118(e)(3) of the ESEA.*

**Response:** During the 2011-2012 school year, the parent liaisons (of the Parent Information Office) will collaborate with the assistant principal and Title I grant coordinator in order to provide training to Deaf Middle School staff addressing these concepts through the “Family Friendly Schools” program modules. The training will occur during the regularly-scheduled staff meetings and will involve paraprofessionals. The Title I Assistant Coordinator will provide all participating staff with a follow-up survey to evaluate the effectiveness of this training module.

7. *Describe the other activities, such as parent resource centers, that the school will conduct to encourage and support parents in their participation in the education of their child as per Section 1118(e)(4) of the ESEA..*

**Response:** As mentioned earlier, the campus Parent Information Office acts as an excellent resource center for all FSDB parents. Office staff provide a lending library, coordinate classes on Braille and American Sign Language to improve parent skills, and host a variety of capacity-building workshops for parents. The parent liaisons also complete the required paperwork to provide travel reimbursements for parents who attend campus trainings, classes, or capacity-building events.

8. *Describe how the school will provide the parents of participating children description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels that students are expected to meet as per Section 1118(c)(4)(C).*

**Response:** At the beginning of each school year as well as during IEP meetings, the Assistant Principal or school representative will do a present the following information:

- Description of FSDB as a separate entity from all other school districts
  - Vision and Mission of FSDB
  - Accreditation of FSDB Programs
  - Highly Qualified Staff
  - Extent of Instruction and Technology
  - Reading and Math Support
  - Unique Services offered at FSDB
  - Curriculum used at FSDB
  - Adoption of Instructional Materials Process
  - Assessment Tools and Information
  - Communication
  - Positive Behavior Support and Response to Intervention
  - Discuss any questions related to the school and its mission.
9. *Describe how the school will provide full opportunities for participation in parent involvement activities for all parents, including those with limited English proficiency, disabilities, and migratory children. Include how the school plans to share information*

*related to school and parent programs, meetings, reports, and other activities in a uniform format in a language that parents can understand, all required by Section 1118(e)(5) and (f) of the ESEA.*

**Response:** Written translations of school communication will be provided to parents with limited English proficiency in their native language to the extent possible; Large-print and Braille versions of written communication are also provided to any parents as needed courtesy of the Braille Production Center. In addition to translations of written materials, sign language interpreters and/or Spanish translators will attend Title I ‘Parent Advisory Team’ meetings (as well as other parent meetings) and workshops/trainings to provide these services as needed. Close captioning, sign language, and Spanish interpreting is also provided for parent meetings broadcast live on the web.

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**SECTION IV: DEAF MIDDLE “SCHOOL IMPROVEMENT PLAN” & TITLE I  
Coordination and Integration-Title I Schools Only**

**Title I, Part A**

During the 2011 - 2012 school year the campus deaf elementary, deaf middle, blind elementary, and blind middle schools will receive Title I funds and thus are the designated "Title I schools".

The Florida School for the Deaf and the Blind receives federal funding through NCLB Entitlements Title I part A, Supplemental Educational Services (SES), and Title II part A, and the IDEA part B and Preschool grants. The campus Grants Coordinator applies for the grants and works in tandem with the Title I Assistant and SES Coordinator to monitor adherence to grant guidelines and regulations. An administrative "core" leadership team, including members of the academic department, the grants department, and the parent services department, meets several times during the spring to plan each grant program in order that student, staff, and parent needs are met. Typical grant programs include OPS labor for specific tasks to benefit students academically or to make curriculum accessible; for example the Title I Data Coaches will gather data and assist in the analysis of FCAT and other progress assessments, and the Braille Transcriptionist will transcribe curriculum into either Literary Braille or Nemeth Code (mathematical Braille) depending upon student need. The Director of Curriculum and Staff Development conducts staff surveys each spring to determine staff development needs/wants, and uses the information gathered from the surveys to develop a roster of after school classes or Saturday trainings. Title I school Principals and Assistant Principals are often in dialogue with each other and the teachers in their schools regarding student needs, and pass these ideas or requests onto the Director of Curriculum and Staff Development or the Title I Coordinator to ensure that the needs are written into grant programming (when possible). The Title I Coordinator conducts the Title I Parent Advisory Team meetings; during these meetings she continually receives input from parents on their needs/wants regarding parent capacity-building activities.

The deaf middle “School Improvement Plan” in its entirety can be accessed on the FL Department of Education website at [www.fldoe.org](http://www.fldoe.org). School Improvement plans can be translated into parent’s native language upon request. Please contact FSDB’s Parent Information Office for more information. Toll-free (In Florida) – 1-800-344-3732, in the St. Augustine area – 904-827-2221, or through VP 904-201-4540.

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**SECTION V: DEAF MIDDLE “FAMILY-SCHOOL COMPACT”**

The **Deaf Middle School** at Florida School for the Deaf and the Blind, and the parents of the students attending this school receiving Title I funds, agree that this compact outlines how the parents, staff, and students will share the responsibility for improved student academic achievement.

***SECTION V: DEAF MIDDLE “FAMILY-SCHOOL COMPACT”***

The **Deaf Middle School** at Florida School for the Deaf and the Blind, and the parents of the students attending this school receiving Title I funds, agree that this compact outlines how the parents, staff, and students will share the responsibility *for improved student academic achievement*.

**School Responsibilities:**

- Set annual academic goals with students and parents
- Provide quality instruction based on “best practices” in core academic areas
- Provide a safe and pleasant atmosphere for learning
- Demonstrate care and concern for all students
- Provide parents with feedback and evaluations of student academic progress quarterly using midterm progress reports and progress monitoring reports.
- Hold consultations amongst families, students, and teachers, on an as-needed basis
- Make efficient use of learning time
- Communicate on a frequent basis with parents about academic programs and activities. Maintain that teacher WebPages are updated weekly.
- Communicate on a bi-weekly basis (one of the two will be the quarterly midterm progress report and the other one being the report cards) with parents about academic programs and activities

**Parent Responsibilities:**

- When possible, monitor child’s attendance
- Send child to school well rested and fed a well-balanced meal.
- Read assigned books with child, and assist with my child’s homework
- Monitor the amount of my child’s television viewing and ensure that it is age-appropriate
- Attend parent-teacher conferences if scheduled
- Encourage a positive attitude toward schooling
- Read newsletters and other school communication
- Attend Parent Advisory Council (PAC) meetings and on- campus parent trainings as much as possible, or attend these meetings through phone and/or web conferencing technologies

**Student Responsibilities:**

- Do his or her best work at all times
- Complete class and homework assignments
- Come to school with necessary materials ready to learn
- Follow school and classroom rules
- Students will demonstrate respect, cooperation, and responsibility with staff, students and school property.
- Believe that he or she can and will learn
- Complete reading-at-home (or in the dorm) assignments

**By signing this compact, all parties—students, parents, teachers, and school principal—agree to uphold the expectations for the 2011-2012 School Year:**

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Principal Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parents: When you and your child have signed and dated above, please rip this page out of the Compact and send it back to school so your child’s teacher and principal can sign it. The final destination is the office of the Title I Coordinator, Christi Boortz in Moore Hall.**

**THANKS FOR YOUR HELP!**