

Nassau County's Title I, Part A Handbook & Parent Desk Reference



What is Title I?

With the passing of the Elementary and Secondary Education Act (ESEA) of 1965, Title I was a key part of President Lyndon B. Johnson's program to help the poor. Using a poverty-based formula, Title I, Part A, allocates funds to 90 % of the nation's school districts to offset the effects of poverty on the educational opportunities of low-performing children in high-poverty schools. This focus continued with the reauthorization of ESEA in 2001, No Child Left Behind (NCLB). The Basic Title I program is administered by state education agencies (SEAs) and conducted by local educational agencies (LEAs). To qualify for funding, SEAs submit plans to the federal Education Department (ED). Similarly, LEAs submit their Title I plans to the SEAs. The school then qualifies for services based upon the percentage of low poverty students attending the school. The monies that flow to a school are based upon this number. The district shall use Title I funds only to supplement the amount of funds that would be otherwise available from nonfederal sources.

The Title I program in Nassau County has one goal: To improve the teaching and learning of children in high-poverty schools. To accomplish this goal, Title I supports school instructional activities and programs that are designed, implemented, and evaluated by those constituencies at the school level. While the District Title I office plays a critical role through providing consultation, coordination, and professional development, the major component of the Title I program is that of parent involvement and parent evaluation. Each school site depends greatly upon the opinions, assistance, and support from participating parents.

While all Title I schools in the Nassau School District Title I program are school-wide programs, models consist of:

- Small Group instruction provided by highly qualified paraprofessionals, in which students are provided instruction on a more individualized basis and focused intensive instruction based on data-driven instructional needs;
- In-class, in which Title I children receive extra assistance in the same setting and time period as their regular class, usually in a small group instruction format;
- After school tutoring to remediate in reading and math instruction.

The design of each program:

- is to assist children in meeting the state's challenging academic standards expected of all children
- utilizes effective methods and instructional strategies that are based upon scientifically based research that strengthens the core academic program
- gives primary consideration to providing extended learning time
- helps to provide an accelerated, high quality curriculum, including applied learning
- minimizes removing children from the regular classroom
- ensures support and coordination with the regular classroom teacher
- provides strategies to increase meaningful family engagement opportunities
- provides integration activities for staff and curriculum development

Title I School Responsibilities:

- Establish strategies that provide all students an opportunity to meet the Florida Standards
- Provide remediation to students experiencing difficulty mastering the Florida Standards
- Develop a school-based Parent Involvement Plan jointly with parents
- Hold an annual Title I open house for parents
- Prepare a School/Parent Compact jointly with parents, teachers and students
- Offer a needs assessment survey to parents
- Offer professional development for teachers
- Follow best practices regarding delivery of instruction
- Create strategies to increase parent involvement to include authentic parent/teacher conferencing
- Establish effective transitions from early childhood programs into kindergarten
- Include teachers and parents in decision making processes

Is my child's school a Title I school?

The schools in Nassau County that qualify as Title I schools are eligible based upon the percentage of poverty children enrolled in that school. The February 2016 FTE (Full Time Equivalent) Count, along with the Free/Reduced Lunch Counts, determine which schools have a 40% and above poverty level and qualify for Title I funds and services. Those schools qualifying as Title I schools for 2016-2017 are:

Hilliard Elementary 65%
Callahan Intermediate 60%
Callahan Elementary 60%
Southside Elementary 59%

Yulee Primary 53%
Yulee Elementary 51%
Bryceville Elementary 52%
Emma Love Hardee Elementary 49%

The eligible schools are charged with the task of budgeting of allocations, design of program, implementation of the program, and adherence to federal regulations. While a brief synopsis of the plan for each qualifying school follows, a complete copy of each school's Title I/School Improvement Plan is available in the school's front office, the media center, and on the school's web page.

Hilliard Elementary School's Title I Program is designed with the belief that remedial services in reading and math are essential for the development of our at-risk population. The kindergarten through third grade students will receive remedial assistance in reading and math on a daily basis. The Title I funds will be used to purchase materials, supplies, games and manipulatives for small group instruction and parent involvement activities.

Hilliard Elementary School (Grades Pre K-5)

27568 Ohio Street
Hilliard, FL 32046
Lee Ann Jackson, Principal
904-491-7939

Callahan Intermediate School's Title I program is designed to focus our remedial efforts by providing intensive interventions to students who exhibit a reading, math, writing, or science deficiency. We will deliver the remedial services through the direct instruction of trained certified teachers as well as assistance from highly qualified paraprofessional staff.

Callahan Intermediate School (Grades 3-5)

34586 Ballpark Road
Callahan, FL 32011
Rhonda Devereaux, Principal
904-491-7941

Callahan Elementary School's Title I Program is a schoolwide intervention program for K-2 students needing additional instruction in mastering early literacy and readiness skills. This program provides individualized, intensive remedial instruction beyond the regular classroom curriculum. Title I identified students receive academic support through small group instruction and personalized teaching. Parental involvement is very important and is seen as a vital component to the success of this program, therefore workshops, newsletters, and meetings are provided to assist parents with materials and skills to work with their child at home. Parents are encouraged to checkout learning games and materials at the Title I room. Title I funds are used for personnel salaries, professional development, and the purchase of supplies and materials to assist the students in their instruction. The goals of the Title I Program are to ensure a high quality education for every child, to help students succeed in the classroom, and to build a strong foundation in literacy and readiness skills.

Callahan Elementary School (Grades Pre K-2)

449618 US Highway 301
Callahan, FL 32011
Sabrina Faircloth, Principal
904-491-7934

Southside Elementary School's Title I Program has been created to enhance and support the total school instructional program in grades K-2. With the belief that children who are "at risk" can best be served with educator contact, allocations are used to hire highly qualified paraprofessionals to supplement the instruction provided by the classroom teachers. Students receive intensive instruction in small groups and remedial assistance in both Reading and Math on a daily basis as individual needs warrant. Title I funds are used to purchase supplies, material, and manipulatives for instruction and to support our parent involvement programs.

Southside Elementary School (Grades Pre K-2)

1112 Jasmine Street
Fernandina Beach, FL 32034
Rebecca Smith, Principal
904-491-7941

Yulee Primary School's Title I Program has been created to enhance and support the total school instructional program. As a school wide model, our highly qualified Title I paraprofessionals serve students academically in need within their classrooms in small group instruction and after school tutoring. Paraprofessionals also work directly with teachers before and after school collaborating to provide the best learning opportunities for your children. Each of these programs provides remedial assistance and reinforcement in beginning reading skills. Teachers participate in Title I funded staff development opportunities, and materials and supplies are purchased to encourage family literacy.

Yulee Primary School (Grades K-2)

86426 Goodbread Road
Yulee, FL 32097
Misty Mathis, Principal
904-491-7945

Yulee Elementary School's Yulee Elementary School's Title I program is designed with the belief that children who are "at risk" can best be served with teacher contact. Therefore, allocations are used to hire full time paraprofessionals to help supplement the regular curriculum teachers. Students receive intensive instruction in small groups or one-on-one instruction from these personnel to remediate the content areas of reading, math, and writing as individual needs warrant. Reading instruction is supplemented with the iReady and STARR Reading programs. Students also participate in school wide programs such as Accelerated Reader, iReady Math, STARR Math, Night Owls (library open in the evening and summer) and after school tutoring.

Yulee Elementary School (Grades 3-5)

86063 Felmor Road
Yulee, FL 32097
Scott Hodges, Principal
904-491-7943

Bryceville Elementary's Title I Program is a school-wide intervention program, which allows our school to provide intensive interventions for all students. Highly qualified faculty and staff, funded by Title I, deliver proactive and remedial services through direct, small group instruction. Additionally, Title I funds are used to purchase materials, supplies, manipulatives for daily instruction and extended day tutoring opportunities. We view parental involvement as a vital component of our Title I services; therefore newsletters and meetings are provided to assist parents with materials and skills to work with their children at home. The goals of the Title I Program are to ensure a high quality education for every child, to provide opportunity for all students to succeed in the classroom, and to build a strong foundation in English Language Arts, Mathematics, Science, and Social Studies curriculum in grades Kindergarten through Fifth.

Bryceville Elementary School (Grades K-5)

6504 Church Ave.
Bryceville, FL 32009
Amber Nicholas-Bovinetto, Principal
904-266-9241

Emma Love Hardee Elementary School's Title I Program will be implemented school-wide to those students in grades three, four, and five who need intensive interventions in core subject areas to successfully master the elementary curriculum. Highly qualified paraprofessionals and teachers will utilize the small group model as well as one-on-one instruction to remediate deficiencies in reading, math, writing, science and social studies during the school day. An after-hours paraprofessional-led tutoring program will also be available to supplement daily instruction in reading and math. Title I funds will be allocated for personnel salaries, professional/curriculum development, and the purchase of supplies and materials to support small group instruction and parent involvement activities.

Emma Love Hardee Elementary School (Grades 3-5)

2200 Susan Drive

Fernandina Beach, FL 32034

Dr. Eric Larsen, Principal

904-321-5990

Is my child eligible for Title I services?

All Title I programs in the Nassau County School district are school-wide. Students are served upon identification and evidence of an academic need. The participation in the federal lunch program has absolutely no bearing upon the individual student's participation in the Title I program. Economically disadvantaged, Migrant, LEP (Limited English Proficient), and Exceptional Education Students shall be entitled to equal access to the Title I program if they meet the eligibility criteria, as established for any student. A child who has participated in a Head Start or Even Start program in the 2 years preceding is eligible for services. Exceptional Education Students will be eligible for services if the members of the Individual Educational Plan staffing committee deem it appropriate. Eligible students may be withdrawn from Title I services by written request from the parent or legal guardian. A letter must be written by the parent/guardian to the principal releasing their child from the program. A copy of a withdrawal notice is maintained by the Title I personnel at the school site and at the District Offices.

How is my child's school evaluated?

State Law- Florida's A+ Plan, School Grades - School grades (A through F) are based on how well students have mastered the Florida State Standards (the skills Florida teachers determined our children must learn at each grade level) which are measured by the Florida Standards Assessment (FSA) and the Florida State Assessment Test (FCAT 2.0) in Science. Student scores are classified into five achievement levels, with 1 being the lowest and 5 being the highest. Schools earn points based on three things: how well students in each subgroup (all ethnic groups, students with disabilities, students learning English, and economically disadvantaged students) are doing, how much progress they are making (learning gains) and how much progress struggling readers are making (since reading is essential to success in all subject areas). For additional information on school grades, visit the Department of Education website at www.fldoe.org.

PRIVATE SCHOOL STUDENTS

LEAs must consult with eligible private school officials on delivery of services. Annually a survey is conducted to solicit participation from DOE approved private schools.

MIGRANT EDUCATION PROGRAMS

All identified migrant students attending schools in Nassau County will be assisted through the use of Title I, Part A funds to address identified academic needs.

HOMELESS YOUTH

A homeless student attending any school in Nassau County may be eligible for Title I services. These students are usually identified through each school's guidance services departments or the Intervention Teams.

CHARTER SCHOOLS

Any Charter School, which has received approval for operation from the Nassau County School Board, may be served by Title I like any other public school based upon eligibility.

FREQUENTLY ASKED QUESTION:

What can I, as a parent/grandparent/guardian, do to help my child become a better reader?

Any home reading activity should have as its ultimate goal the development of a **“love of reading”**.

Parents who like to read and are able to convey this feeling of pleasure to their child (ren) are performing the most important activity to help foster a “love of reading”. While the school has the major responsibility for the actual teaching of formal reading, its program can accomplish little without the strong support of the home.

Establishing a home reading program is a very worthwhile activity for any parent desiring to help their child. It does not cost a great deal of money. It is not how much a parent can spend, but rather the degree of interest and concern that makes the difference. There can **be no better reading example for a child to follow than a parent who frequently reads** in the home. At the point when reading becomes a chore or an unpleasant experience for the child it should be ended until a time when you realize the child is ready to continue. Reading should never be used as a disciplinary measure. It would be much better to use **reading as a special time with the parent** and as a positive way to spend time together.

Successful reading is not just saying all the words correctly, but also understanding what is read. For comprehension to take place, a child should be exposed to **as many and as varied experiences as possible** by the parent. The young person who has been to the zoo, a farm, or the airport is, of course, in a much better position to respond correctly when he/she encounters these things on a page in a book. The parents who are willing to **provide much conversation in the home, as well as a rich and varied background of experiences for their children, are really preparing them to become better readers when they begin formal instruction**. So plan to talk about things a lot, take family field trips, and discuss concepts as they come up in normal day to day life.

Other General Suggested Activities:

- See that each child has a personal bookshelf or space for storing his/her reading materials. This can be as simple as a crate or cardboard box.
- Try to arrange some time each day or every other day when you can read aloud to your child.
- Make bed time special and include reading activities in your routine
- Do not compare the progress of your child with their siblings or any other child. Each individual has unique abilities and interests and learning calendars.
- Be aware of your child’s health, since it is of prime importance for success in reading, especially vision and hearing.
- Have a public library card for each member of your family, and make each trip to the library an exciting adventure of discovery.
- Show an active interest in all school activities; know your child’s teachers and encourage good communication between your home and your school.
- Even if the situation arises when you experience a misunderstanding with school personnel, try to remain positive in the presence of your child. They learn so very much from your example about life and how to solve problems in the future.
- Stay in touch with your child’s teacher.

Internet Links to Other Resources and Information

No Child Left Behind: A Parents’ Guide

www.ed.gov/parents/academic/involve/nclbguide/parentsguide.html

School Choice for Parents

<http://www2.ed.gov/parents/schools/choice/definitions.html>

Florida Department of Education: Resources for Parents

<http://www.fldoe.org/schools/family-community>

NO CHILD LEFT BEHIND PARENTS RIGHT TO KNOW

Section 111(h) (6), No Child left Behind Act of 2001

A. QUALIFICATIONS- At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner,)), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

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

B. ADDITIONAL INFORMATION- In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent:

- (1) information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and
- (2) 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.

Complaint Procedures for NCLB

Section 9304(a)(3)(C) of the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind (NCLB) Act of 2001 (P.L. 107-110) requires states to adopt written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs in P.L. 107-110

Individuals filing complaints must include the following written information:

- The name of school, campus, or school employee alleged to have violated a specific federal requirement;
- The specific requirement you believe is violated;
- The actions, facts, and documentation on which you base your complaint;
- Documentation of the efforts to resolve the complaint through the local parent complaint process; and
- The resolution you expect.

Written complaints are accepted by mail, fax, e-mail, or in person. The Florida Department of Education (FDOE) must be able to verify the complainant's name, phone number, and address in order to acknowledge receipt of the complaint. FDOE will not be able to appropriately respond to the complaint without contact information. FDOE requests a signature of the person filing the complaint.

Send complaints to:

Sonya Morris, Bureau of Federal Programs

Florida Department of Education

325 West Gaines Street, Room 514 - Tallahassee, Florida 32399-0400

Tel: 805-245-0657 | Fax: 850-245-5036

E-Mail: sonya.morris@fldoe.org

Nassau County School District

Parental Involvement Plan

2016-2017

Mission Statement

The mission of the Nassau School district is to involve parents in regular, two-way, and meaningful communication involving student academic learning, as well as other school activities.

Involvement of Parents

The Nassau School District will take the actions to involve parents in the joint development of its district-wide parental involvement plan and LEA plan.

The Nassau School District will take the actions to involve parents in the process of school review and school improvement and in determining how parental involvement allocation will be spent.

Technical Assistance

The Nassau School District will provide coordination, technical assistance, and other support to assist Title I, part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

In October of each school year the District Title I Program Manager will review the School-level Parent Involvement Policies utilizing a rubric containing requirements of Section 1118, as supplied by FLDOE.

Coordination and Integration

The Nassau School District will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs.

Annual Evaluation

The Nassau School District will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I schools. The evaluation will be conducted in April and will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation regarding its parental involvement to revise, if necessary (and with the involvement of parents), its parental involvement policies.

Building Capacity

The Nassau School District will provide the following activity to build parents' capacity and ensure effective involvement of parents to improve student academic achievement.

	Content count and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
1	Participation in and support of parent involvement activities held in each community	Title I Manager and School Principals	Research has shown improved academic achievement for students whose parents and families are involved in their education	August-May	Agendas, sign-in sheets, and other activity documentation
2	Title I Parent Handbook, Desk Reference, and	Title I Manager and Principals	Families will receive information necessary for support from their school	August-May with continuous	Families will be able to gain knowledge in order to help their child be successful.

	Title I website materials		and district regarding family engagement activities, LEA contacts, and Title I information.	updates	Evidence will exist within the availability of these documents in multiple capacities and proof of obtaining the documents.
3	Title I Parent Survey	Title I Program Manager	Parents and Teachers will complete an annual survey that provides a framework for our future plans in training and support to obtain high academic achievement for all students.	March-April	The survey will demonstrate the effectiveness of current family engagement support and used to frame future activities and training.
4	Allocations for school-based activities and support	Title I Program Manager	School-based families' engagement activities are designed with the goal of increasing student achievement.	August-May	FSA and FCAT results, student assessment formative and summative school-based results

Staff Training

The Nassau School District will provide the following professional development activities to educate staff on the value parental involvement in the schools.

	Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
1	Parental Involvement Staff Training	Administrative Services Office	Staff will become more aware of the value and utility of parent contributions; how to reach out to, communicate with, and work with parents as equal partners; how to implement and coordinate parent programs; and how to build school/home ties	Aug. -Nov.	Annual Required Training Documents, participation records
2	Meetings between the Title I office, Staff Development Office and administration	School Administration, Staff Development Office and Title I Project Manager	Administrators will become more aware of the value and utility of parent contributions; how to reach out to, communicate with, and work with parents as equal partners; how to implement and coordinate parent programs; and how to build school/home ties	Aug.-May	Agendas of Principal and other meetings, handouts, presentation materials

Communication and Accessibility

The Nassau School District will ensure information related to the school and parent programs, meetings and other activities, is sent to the parents of participating children in an understandable format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Discretionary Activities

The Nassau School District will provide the following activity to build parents' capacity for involvement in the school and school system to support their children's academic achievement.

	Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline
1	Paying reasonable and necessary expenses associated with parental involvement activities, including transportation	School administration will work to provide necessary accommodations to ensure parents ability to participate in activities. Childcare for	Title I Project Manager and/or School Principals	Supporting family involvement has demonstrated to yield higher academic success in students.	Aug.-May

	and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];	pre-school children for night, home language access, and convenient location of meetings.		Parent Involvement handbooks, compacts, PTO and SAC meetings, as well as other school related activities support this involvement.	
2	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(8)];	Title I schools will offer meetings and activities at optimal times for families to be involved. Additionally, all efforts to provide assistance will be provided to families in helping them attend functions. Information regarding curriculum, grade level and school expectations, reading strategies and home assistance will be provided.	Title I Manager and School administration	Having a foundational knowledge of having the help their child will increase parents' confidence to support and participate. Therefore, these efforts will hopefully produce a higher level of engagement.	Aug.-May
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent involvement activities [Section 1118(e)(13)].	Schools will be supported and encouraged to build positive relationships with community partners and businesses.	Title I Manager and School administration	Business partners and community organizations are necessary for supporting our schools. These supports help students directly by providing financial assistance, increasing supplies, books, and other resources that increase achievement.	Aug.-May

If you have would like to see the Parent Involvement Plan in its entirety, a copy can be obtained in the front office of your child's school, on the Nassau County District website, or at The Title I Office in the Nassau County School Board building at 1201 Atlantic Ave. Fernandina Beach, FL 32034.

For further information, please contact Amanda Dlugos:

904-277-9027 or Amanda.dlugos@nassau.k12.fl.us.

Nassau County School Board Equity and Non-Discrimination Statement

The Nassau County School Board does not discriminate in admission, access, treatment or employment in its programs and educational or extra-curricular school activities, on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual

orientation, gender identity or expression, or any other reason prohibited by law. The School Board also provides equal access to facilities for the Boy Scouts of America and other patriotic youth groups. The following district contacts have been designated to handle inquiries regarding non-discrimination and harassment policies, reports of alleged violations, concerns about compliance and/or the grievance procedure(s):

Equity/Non-Discrimination Contact:

1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9900
Fax: (904) 277-9042

Harassment:

Linda Morris
Executive Director of Administrative Services
1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9905

Americans with Disabilities Act (ADA)

Kevin Burnette
Director of Facilities
86334 Goodbread Rd.
Yulee, FL 32097
(904) 225-5343

Section 504:

Pauline Gregory
Director, Exceptional Student Education
1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9881

Title IX:

Dr. Cynthia Grooms
Director, Secondary Education
1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9918
Or
Joyce Menz
Director, Staff and Program Development
1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9888



NASSAU COUNTY'S MISSION STATEMENT

Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

OUR CORE VALUES

We believe that...

all people have intrinsic worth.

all people are responsible for their actions.

effective relationships are developed and maintained through mutual respect, trust, and communication.

the higher the expectations, the higher the performance.

everyone can learn and that life-long learning is essential for individuals and communities to thrive.

the role of family is critical in the moral development of an individual.

strength of character is essential to making quality life choices.

the community is strengthened when the potential of each person is developed.

School Board Administrative Offices

1201 Atlantic Avenue

Fernandina Beach, FL 32034

904-491-9886(v) 904-277-9034(f)

www.nassau.k12.fl.us

Dr. John L. Ruis, Superintendent

Dr. Edward Turvey, Assistant Superintendent of Instruction

Kristi Simpkins, Director of Elementary Education

Susan Farmer, Executive Director of Business Services

Amanda Dlugos, Title I Program Compliance Manager

Brenda Murray, Secretary for Elementary Education and Title I Service