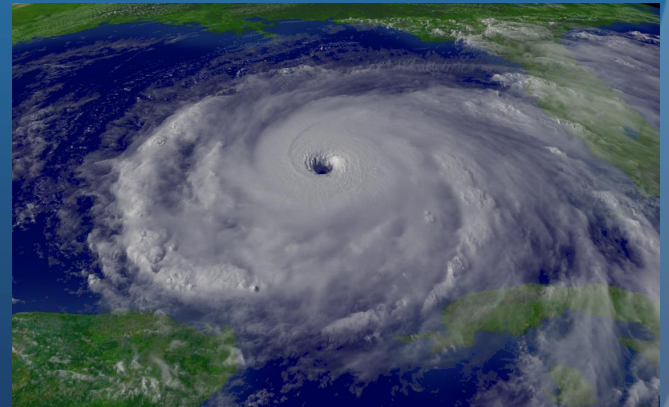


Title I Annual Parent Meeting

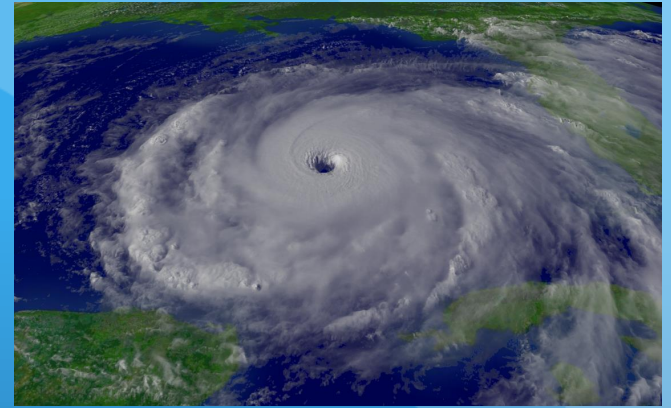
Nina Harris ESE Center

Presented by: Jacqueline M. Cassidy

& Tonya Mitchell



What is Title I?



- Title I is the largest federal assistance program for our nation's schools.
- The goal of Title I is a higher quality of education for every child. Its purpose is to address the academic needs of students and to assist them in meeting their state's academic standards.
- The program serves millions of children in public elementary and secondary schools each year including eligible students in private schools.

Title I Funding

The federal government provides funding to states each year for the Title I program.

The Florida Department of Education sends the money to our district, Pinellas County Schools.

The school district identifies eligible schools and distributes the Title I funds to the school.

Title I Programs Provide Supplemental Support

- **Smaller classes**
- **Additional teachers and paraprofessionals**
- **Additional training for school staff**
- **Extra time for instruction (Before and/or after school programs)**
- **Parental Involvement Activities**
- **A variety of supplemental teaching materials, equipment, and technology**

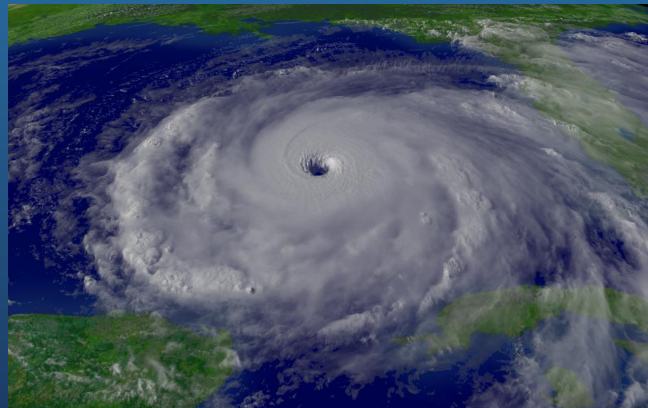
****Title I Budget****

Parents assist in deciding how to use Title I funds.

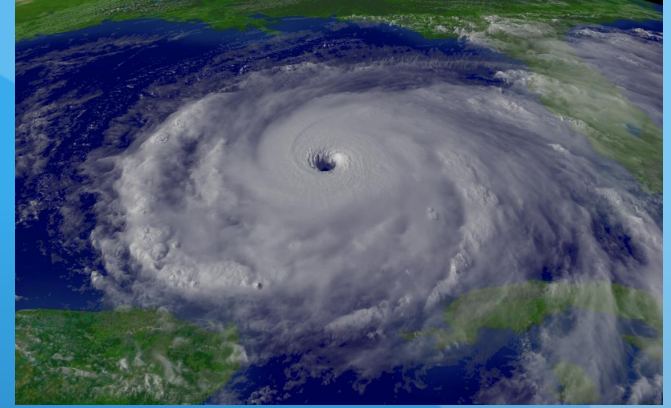
Please attend meetings or complete surveys about our Title I Budget.

All Title I schools must document that parents were involved in the budget process.

Input from the Principal, Parents, School Advisory Council, and School Staff determines how Title I funds will be used.



Title I Budget



- Nina Harris is provided \$37,200.00 to pay for services and programs for our students. The Title I Parent Involvement budget is \$6,800.00.
- We use our Title I funds to pay for the following:
Professional Development, Parent Trainings, Supplies for students at home, mailing, printing, finger foods and refreshments for family events

Parent's Right to Know

As a Title I parent you have the right to be involved in the development of the following plans and documents for our school:

- School Improvement Plan (SIP)
- Compact
- Parent and Family Engagement Plan (PFEP) for the school and district

You may request and attend meetings to express your opinions and to formulate suggestions and to participate, as appropriate, in decisions relating to the education of your children,

***Please review these documents and attend meetings or complete surveys to share your input...we need and want you to be involved.**

School Public Accountability Report Card (SPAR)

School Public Accountability Report (SPAR) provides parents and the community with important information about each public school

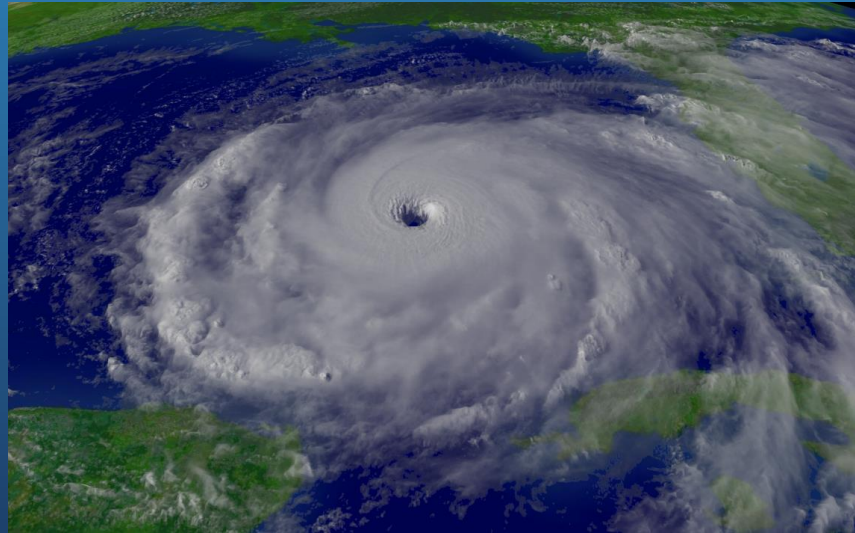
- Demographic data
- School safety and climate for learning information
- Academic data
- Graduation rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information

Educational Standards

Florida's academic content standards establish high expectations for all students.

Florida Standards identify what your child needs to know and be able to do in all content areas. You may read more information by visiting, www.fldoe.org.

Your child's teacher will be able to explain the standards for your child's grade level.



Working together!

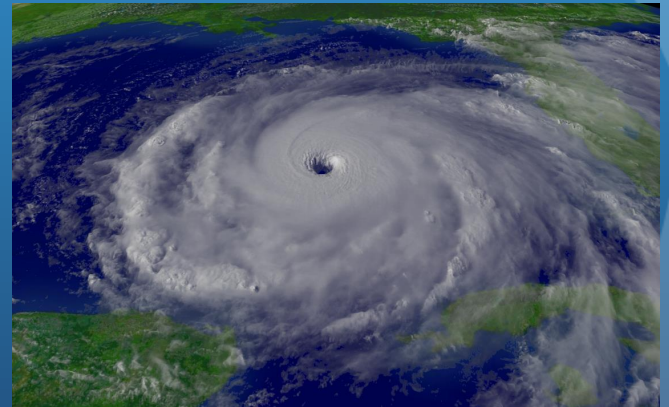
Title I law requires that all Title I schools and families work together.

- How we work together is listed in our:
 - School Level Parent and Family Engagement Plan (PFEP)
 - Student-Parent-School Compact
 - School Improvement Plan (SIP)
 - Parents can also read the District's Parent Involvement Plan (LEA PIP) at www.pcsb.org under Title I and a summary is written in, "Title I News", which is given to all Title I families

Parent-School Compact

Every Title I School has a Compact.

It is an agreement between the parent, student, and school to encourage the highest student achievement



Parent Involvement Plan (PIP)

Our school's PFEP is located at our Title I Parent Station and a PFEP summary will be given to parents outlining our activities.

The PFEP Sections include information about the following:

- Parent Trainings to increase student achievement
- Staff Trainings for engaging parents
- Communication methods between home and school
- Flexible Meeting Times
- Accessibility for parents
- Coordinating with other Federal Programs

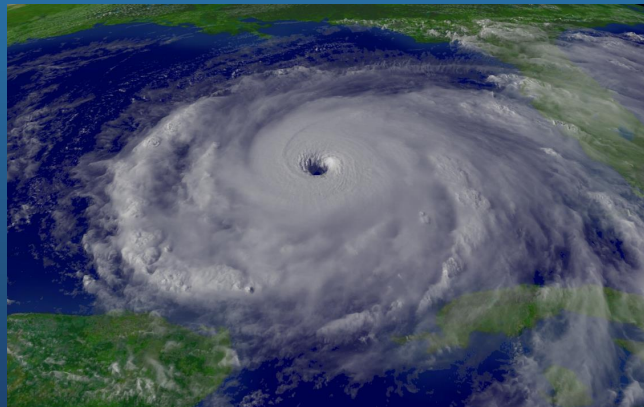
We need your help!

Active Parent Involvement

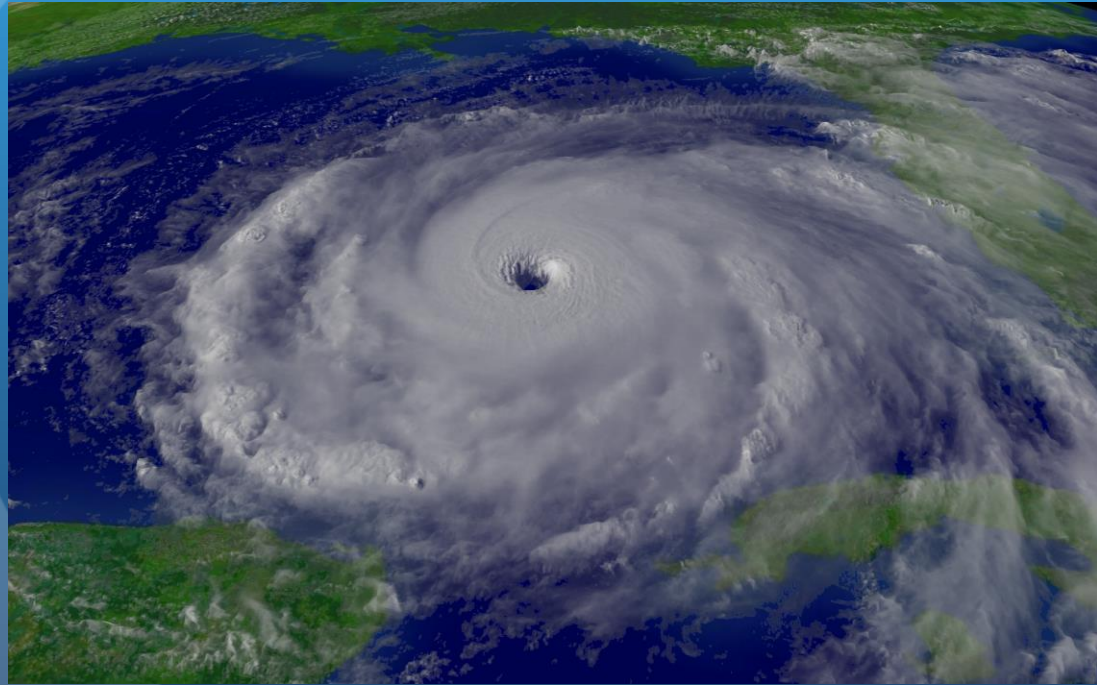
- Share a love of learning
 - Read to your child
 - Ask your child to read to you
 - Visit the Title I Family Resource Library
 - Review the Compact throughout the year
 - Keep Portal info up to date
 - Volunteer
 - Participate in giving your input for our SIP, PIP, and budget
- Show interest in your child's school day
 - Ask her/him questions
 - Check homework
 - Praise their efforts
 - Encourage good study habits
 - Communicate with the teachers and other staff
 - Attend events

Title I Parent Station

- Our school's Title I Parent Station is located in the front office.
- You will find a copy of our School's PFEP, the School District's PFEP, Parent's Right to Know Memo, Upcoming Events, Compact, parent resources.

























































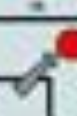











Questions/Comments About Title 1



Parents, together we can
accomplish great things!



 what	 where	 what	 why							
I i	 me	 who	 how	 see	 listen	 listen	 same	 different	 big	 little
 my/mine	is/am are	to	 first	 next	 last	 all gone	 ready	 study	 happy	 sad
 it	 tell	 know	 eat	 listen	 play	 play	 angry/sad	 tidy	 good	 bad
 you	do	 not	 open	 finish	 get	 stop	 find	a the	and	 have
 your	 Don't do it	GO	 help	 wash	 put	 see	 again	 is	 stop	 on
 your	 there	 like	 play	 read	STOP	 walk	 show	 put	 up	 off
 you	X	 want	 take	 tell	 turn	 watch	 write	 front	 down	with

WHAT IS MELD?

MULTISENSORY EARLY LANGUAGE DEVELOPMENT

- ❖ Consists of classroom-based instruction providing strategies for teaching language and literacy
- ❖ Addresses the needs of students in with significant disabilities and/or limited language and communication skills
- ❖ Based on the Tell Me Program currently being used in PCSB Pre-K SVE/PVE classrooms

A BEESS/FDLRS state initiative



WHY DO WE NEED MELD?

❖ K through Transition Classrooms

- Many students do not have a means to communicate beyond making requests (therefore, minimal language)
- Many students are not provided opportunities to engage in the curriculum

❖ Research-based

- Augmentative and Alternative Communication (AAC) supports the speech and language development of students with developmental disabilities
- Students with limited oral language due to a disability may benefit from AAC and visual supports

❖ Bonus! Can lead to:

- improved behavior
- increased independence



Cress & Marvin, 2003
Millar, Light & Schlosser, 2006
Romski & Sevcik, 2005
Schlosser & Wendt, 2008

COMMUNICATION IS A BASIC HUMAN RIGHT

- All people with a disability of any extent or severity have a basic right to affect, through communication, the conditions of their existence.

Brady, N. C., Bruce, S., Goldman, A., Erickson, K., Mineo, B., Ogletree, B. T., Paul, D., Ronski, M., Sevcik, R., Siegel, E., Schoonover, J., Snell, M., Sylvester, L., & Wilkinson, K. (2016).



National Joint Committee for the
Communication Needs of Persons
With Severe Disabilities (NJC)

COMMUNICATION BILL OF RIGHTS

All people with a disability of any extent or severity have a basic right to affect, through communication, the conditions of their existence. Beyond this general right, a number of specific communication rights should be ensured in all daily interactions and interventions involving persons who have severe disabilities. To participate fully in communication interactions, each person has these fundamental communication rights:

1. The right to interact socially, maintain social closeness, and build relationships
2. The right to request desired objects, actions, events, and people
3. The right to refuse or reject undesired objects, actions, events, or choices
4. The right to express personal preferences and feelings
5. The right to make choices from meaningful alternatives
6. The right to make comments and share opinions
7. The right to ask for and give information, including information about changes in routine and environment
8. The right to be informed about people and events in one's life
9. The right to access interventions and supports that improve communication
10. The right to have communication acts acknowledged and responded to even when the desired outcome cannot be realized
11. The right to have access to functioning AAC (augmentative and alternative communication) and other AT (assistive technology) services and devices at all times
12. The right to access environmental contexts, interactions, and opportunities that promote participation as full communication partners with other people, including peers
13. The right to be treated with dignity and addressed with respect and courtesy
14. The right to be addressed directly and not be spoken for or talked about in the third person while present
15. The right to have clear, meaningful, and culturally and linguistically appropriate communications

For more information, go to the NJC website at: www.asha.org/njc

Brady, N. C., Bruce, S., Goldman, A., Erickson, K., Mineo, B., Ogletree, B. T., Paul, D., Ronski, M., Sevcik, R., Siegel, E., Schoonover, J., Snell, M., Sylvester, L., & Wilkinson, K. (2016). Communication services and supports for individuals with severe disabilities: Guidance for assessment and intervention. *American Journal on Intellectual and Developmental Disabilities, 121*(2), 121-138.

LANGUAGE & COMMUNICATION

- Model use of core words
- Teach the use of core words in meaningful tasks
- Find a means of communication for each student
 - This may look different for different students
- Teach beginning communicators
 - Communicative intent
 - Attribute meaning
- Teach without expecting and demanding communication

Readtopia Curriculum READING

- Shared Reading
 - Adult directed to maximize interactions with students on a page-by-page basis using core words
 - Key Instructional Practices
 - Encourage Communication
 - × Attribute Meaning
 - × Model
 - × Expand
- Independent Reading
 - Adults provide age and ability appropriate accessible books
 - Encourage independent choice and use of books

WRITING

- Shared Writing
 - Predictable Chart Writing- Adult directed group activity
 - Emphasis on using core vocabulary
- Independent Writing
 - Structured writing opportunities that include core words
 - Provision of individual topic choices
 - Alternate pencils-writing tools
 - Meaningful Feedback

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Ms. Cassidy &

Mr. Vermeer

