



# Annual Title I Parent Meeting

Bound Brook School  
District  
2021-2022

A red apple is positioned on top of a stack of books. The apple is bright red with a small green stem. The books are stacked vertically, with the top book having a blue cover and the bottom book having a white cover. The background is a soft, out-of-focus light blue and white.

The Every Student Succeeds ACT of 2015 requires that each Title I School hold an Annual Meeting of Title I parents for the purpose of...

- Informing you of your school's participation in Title I
- Explaining the requirements of Title I
- Explaining your rights as parents to be involved

# What is Title I?

A red apple is positioned on top of a stack of several books. The books have various colored spines, including blue, white, and orange. The background is a light, neutral color.

- Title I is the major component of the Elementary and Secondary Education Act (ESEA) and the largest federal assistance program for our nation's schools.
- The goal of Title I is a higher quality of education for every child.
- Money is allotted to schools via census data (low income families).
- Schools qualify based upon Free and Reduced lunches.

# How Title I Works?

- Title I funding flows from the U.S. Department of Education (as appropriated by Congress) to the New Jersey Department of Education (FDOE).
- The NJDOE allocates funds to the Bound Brook School District based on the number of low-income children that reside in the District.
- Title I schools spend the funds allocated based on the Annual School Planning system application (ASPS).
- Bound Brook School District implements a Title I School-wide Program at each of our elementary buildings K-8.



# Title I Programs Provide Support

A red apple is positioned in the upper right quadrant of the slide, resting on a stack of several books. The books are stacked vertically, with the top one being a light blue color. The background is a soft, out-of-focus light blue and white.

- ESSA funds must provide additional resources for students (“supplement, not supplant”)
  - Cannot use funds to pay for core programs
- Moneys used for:
  - Materials
  - Programs
  - Parent involvement
  - Professional development
  - After school/Summer programs

A red apple is positioned in the upper right quadrant of the image, resting on a stack of several books. The books are stacked vertically, with the top one being a light blue color. The background is a soft, out-of-focus light blue and white. The text is overlaid on the image, with the main title at the top and three bullet points below it.

# Bound Brook School District operates a “Schoolwide” program.

- The school uses ESSA funds to upgrade the entire educational program of the school.
- ESSA funds are used to serve all children in order to raise academic achievement.
- ESSA funds will be used to provide additional assistance to all students who experience difficulties in meeting the State’s performance targets.

# BBSD's TITLE 1 PROGRAM

A large, vibrant red apple with a small green stem is positioned on the right side of the slide. It sits on a light-colored wooden surface, possibly a table. The background is a soft, out-of-focus light blue and white.

## Instruction:

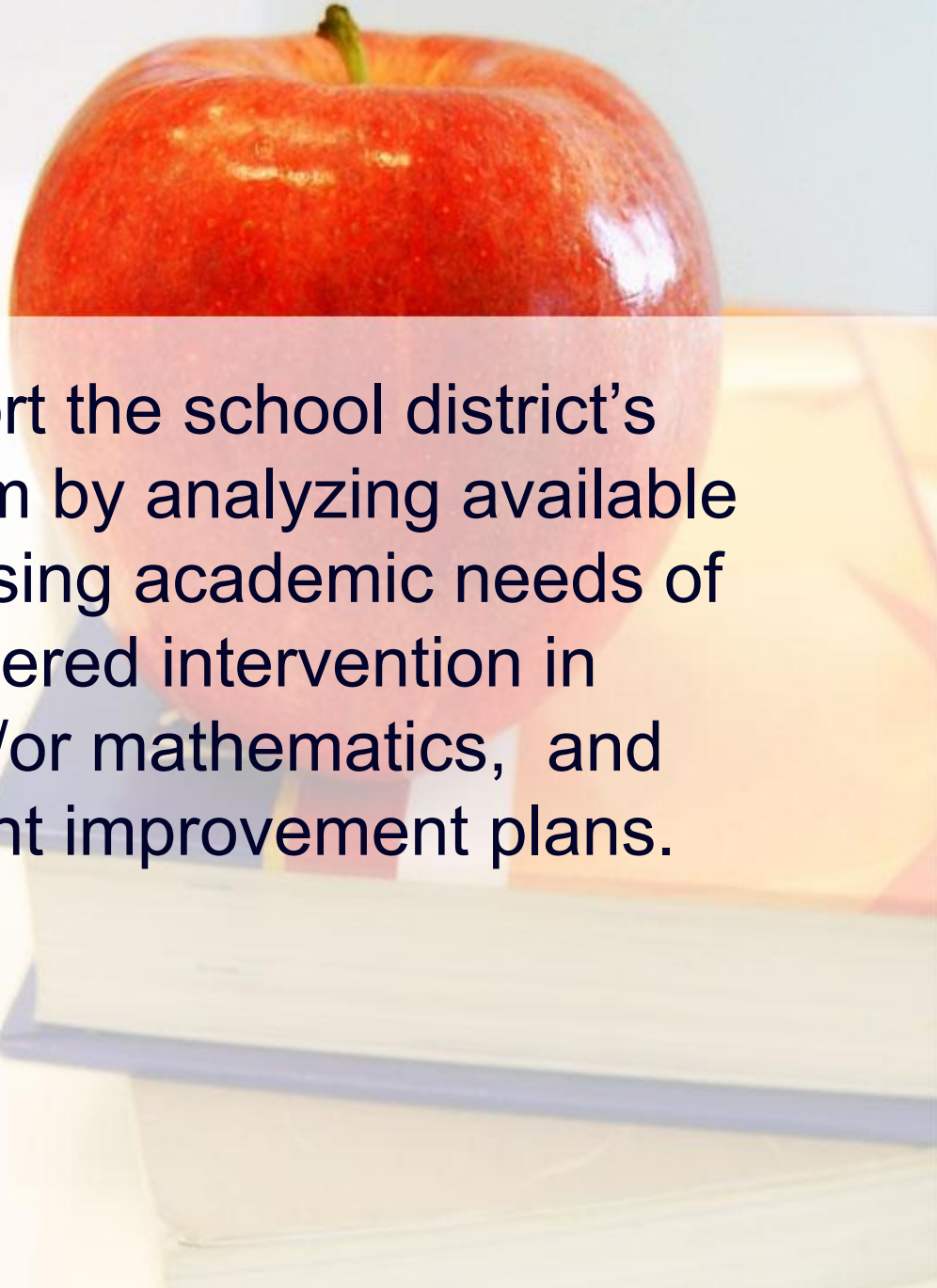
- Not a separate program
- Supports classroom instruction
- Students do not miss core instruction
- Varies depending on the needs of individual students
- Focuses on the critical areas of effective reading...phonemic awareness, phonics, fluency, vocabulary development, and comprehension

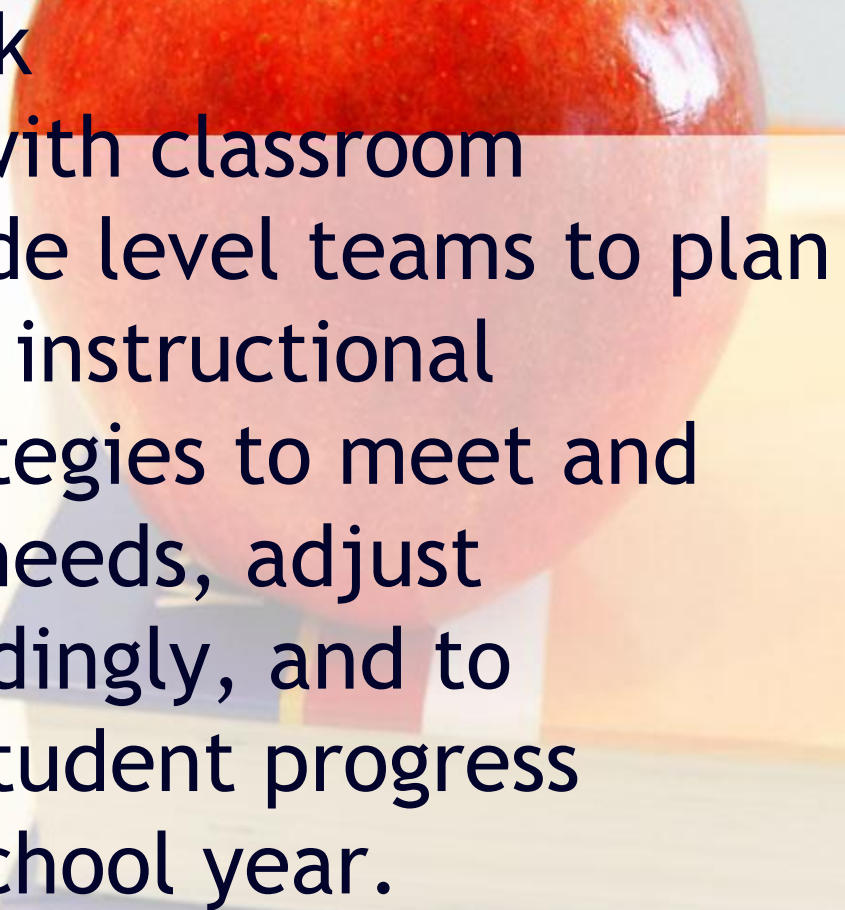
A large, vibrant red apple with a small green stem is positioned in the upper right quadrant of the slide. The apple is resting on a light-colored wooden surface, possibly a desk or table. The background is a soft, out-of-focus light blue and white, suggesting a bright, airy environment. The apple's surface is highly reflective, showing highlights and shadows that emphasize its round shape and smooth texture.

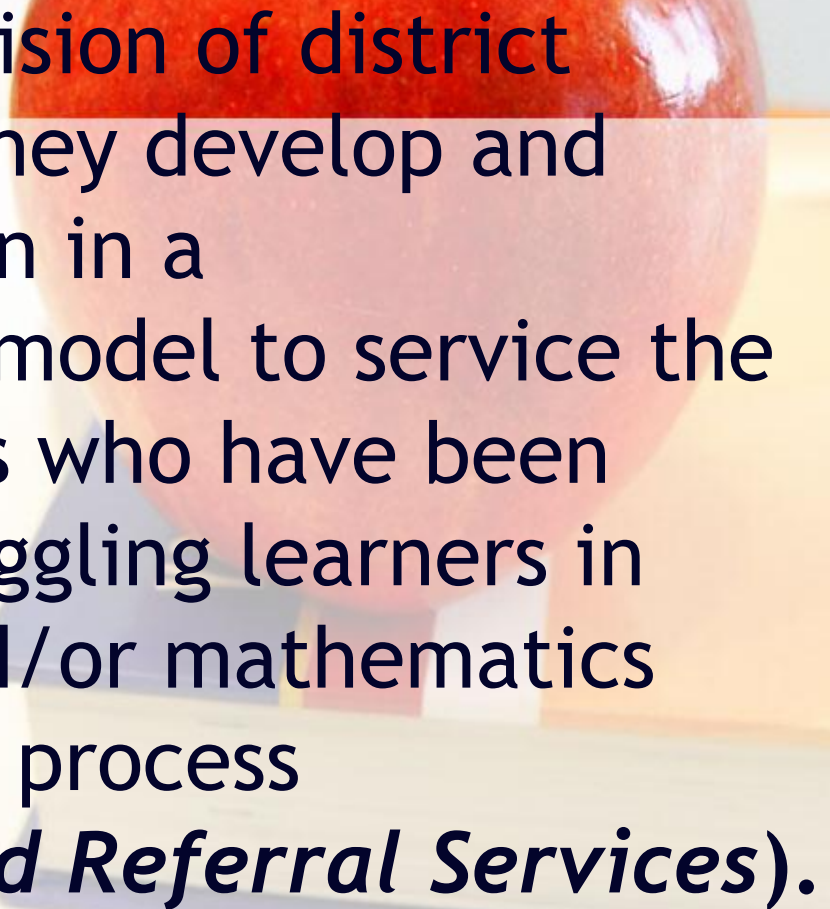
# ASI-Academic Support Instructors

- ASI provide both in class and pull-out instruction.
- Additional professional development is provided by the district throughout the school year.
- ASI communicate consistently with the classroom teachers and other specialists.
- ASI provide valuable feedback to classroom teachers.



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- A red apple is positioned on top of a stack of books. The apple is bright red with a small green stem. The books are stacked vertically, with the top book having a light blue cover. The background is a soft, out-of-focus light blue and white.
- ASI Teachers support the school district's instructional program by analyzing available student data, assessing academic needs of students, planning tiered intervention in reading, writing and/or mathematics, and implementing student improvement plans.

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- A red apple is positioned on top of a stack of books. The apple is the central focus, with a green stem and a small leaf. The books below it are stacked, with the top one being a light blue cover. The background is a soft, out-of-focus light blue and white.
- ASI Teachers work collaboratively with classroom teachers and grade level teams to plan and employ daily instructional intervention strategies to meet and address student needs, adjust instruction accordingly, and to monitor/report student progress throughout the school year.

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- A close-up photograph of a single, bright red apple with a small green stem, resting on a light-colored wooden surface. The apple is the central focus, with a soft, out-of-focus background. The lighting is natural, highlighting the texture of the apple's skin.
- Under the supervision of district administration, they develop and deliver instruction in a push-in/pull-out model to service the needs of students who have been identified as struggling learners in language arts and/or mathematics through the *I&RS* process (*Intervention and Referral Services*).

# Services

A red apple is positioned in the upper right quadrant of the slide. It sits on a white desk surface. Behind the apple, several books are stacked, with a blue book and a yellow book visible. The background is a soft, out-of-focus light blue and white.

- Push-in services mainly focus on literacy and mathematics. Additional supplemental services may also be provided during science and social studies instruction. All push-in services provided can look like, but are not limited to, co-teaching, individualized and/or small group instruction.
- Pull-out services primarily center on targeting student deficiencies and utilizing specific literacy and mathematics focused instructional interventions.



# Reporting Progress

A large, vibrant red apple is the central focus, resting on a light-colored wooden surface. The apple is slightly out of focus, with a soft glow around it. In the background, the spine of a book is visible, suggesting an educational or classroom setting. The overall lighting is warm and natural.

Specific questions or concerns in regards to your child's progress can be addressed by the classroom teacher or ASI during parent conference times or anytime throughout the year.

- ✓ASI will outline all the skills your child has reviewed in their Supplemental Program.
- ✓ASI are there to help parents understand what skills should be reinforced at home.
- ✓Please note: Intervention time and materials are adjusted according to individual students' needs and progress.

# Our “Schoolwide” T1 program for 2021-22.

A large, vibrant red apple is positioned in the upper right quadrant of the slide. It sits atop a stack of several books, with the top book having a light blue cover. The background is a soft, out-of-focus light blue and white, suggesting a classroom or library setting.

Each school K-8 :

- Will develop their own plan.
- Will set school goals for improvement.
- Measure student progress, according to appropriate assessments: DRA2, Diebels, NJSLA, LinkIT.
- Develop programs that add to regular classroom instruction both during and after school.
- Increase parent involvement in all aspects of the program.

# Title I Annual Schoolwide Plan

A red apple with a green stem is positioned on top of a stack of several books. The books have various colored covers, including blue, red, and white. The background is a soft, out-of-focus light blue and white.

The Title I Annual Schoolwide Plan is developed with input from various stakeholders.

Title I districts and schools are required to conduct a comprehensive needs assessment to identify student and staff needs and to determine appropriate programs, services and activities.

# Who Decides How Funds Are Used?

A red apple is positioned in the upper right quadrant of the slide, resting on a wooden surface. In the background, a stack of books is visible, with a blue book on top and a white book below it. The overall scene is brightly lit, suggesting an educational or classroom environment.

- Various stakeholders collaborate throughout the school year. The stakeholder groups are composed of:
  - ✓ Parents/Guardians
  - ✓ Principal
  - ✓ Teachers
  - ✓ Other staff that works at the school
  - ✓ Students
  - ✓ Community members and organizations



# Parent Involvement Opportunities:

A red apple is positioned in the upper right quadrant of the slide, resting on a stack of several books. The apple is bright red with a small green stem. The books are stacked horizontally, with the top one being a light blue or grey color. The background is a soft, out-of-focus light blue and white.

- Building Based Schoolwide Planning Committee
- Fall/Spring Meetings
- P.A.S.S.- Parent Academy for Student Success
- Principal Meetings (Coffee Hours)
- Ongoing:
  - E-mail and phone
  - Building/District Website
  - Conferences (any time!)

# Working Together!

A large, vibrant red apple is the central focus, resting on a stack of several books. The books have various colored covers, including blue, orange, and white. The background is a soft, out-of-focus light blue and white, suggesting a bright, airy environment. The overall composition is clean and professional, with the apple symbolizing education and the books representing learning.

- The ESSA law requires that all Title I schools and families work together.
- How we work together is listed in the following documents:
  - ✓ 2021-2022 ASPS - Annual School Planning application
  - ✓ 2021-2022 School-Level Parental Involvement Meetings
  - ✓ 2021-2022 Parent-School Compact

# School-level Title I Parental Engagement

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- Convene an annual meeting to inform parents of Title I students regarding Title I requirements and their rights to be involved in the Title I program.
- Offer meetings at flexible times to maximize participation.
- Provide parents of Title I students with timely information about Title I programs.

# School-level Title I Parental Involvement Policy(Contd.)

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- Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Provides materials and training to assist parents of students enrolled in schools implementing the Title I Schoolwide Program to improve the achievement of their children.



# Parent Notifications:

A red apple is positioned in the upper right quadrant of the slide, resting on a stack of several books. The apple is bright red with a small green stem. The books are stacked horizontally, with the top one being white and the others appearing in shades of blue and yellow. The background is a soft, light blue gradient.

- **Parent Right to Know:** Informs parents of their right to request information regarding teacher and paraprofessional qualifications
- **Highly Qualified Teachers:** Parents will be notified if their child's teacher is not highly qualified
- **Parent Compact:** Outline of ways parents, students, and the school work together to maximize student achievement

These can be found on the district website at  
[www.bbroad.org](http://www.bbroad.org)

# Your Involvement is Key to Your Child's Success!

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- You are your child's first teacher.
- You have the ability to influence your child's education more than any teacher or school.
- You know your child best:
  - ✓ Share information about your child's interests and abilities with teachers; and
  - ✓ Ask to see progress reports on your child and the school.

# Important Links Related to Title I

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**U.S. Department of Education, Improving Basic Programs  
Operated by Local Educational Agencies (Title I, Part A)**

<https://www2.ed.gov/programs/titleiparta/index.html>

**New Jersey Department of Education, Title I Programs**

<https://www.state.nj.us/education/title1/program/parent/>

**School website**

<https://www.bbroom.org>

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**Thank You for your continued support!**

**Questions/Comments...**

**Mrs. Beth Fischer**

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