

Gadsden City Schools

New Employee Orientation

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The Every Student Succeeds Act:

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation's schools. This bipartisan measure reauthorizes the 50 -year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

- 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 does it mean to be a Title I School?

- Being a Title I school means receiving federal funding (Title I dollars) to supplement the school's existing programs. These dollars are used for...
 - Identifying students experiencing academic difficulties and providing timely assistance to help these student's meet the State's challenging content standards.
 - Purchasing supplemental staff/programs/materials/supplies
 - Conducting parent and family engagement meetings/trainings/activities
- Being a Title I school also means parent and family involvement and knowing their rights under ESSA,

What is the 1% set-aside and how are parents involved?

- Any LEA with a Title I Allocation exceeding \$500,000 is required by law to set aside 1% of it's Title I allocation for parent and family engagement.
- Of that 1%, 10% may be reserved at the LEA for system-wide initiatives related to parent and family engagement. The remaining 90% must be allocated to all Title I schools in the LEA. Therefore each Title I school receives its portion of the 90% to implement school-level parent and family engagement with clear expectations and objectives for meaningful involvement.
- Title I Parents have the right to be involved in how this money is spent.

What is the **LEA** Title I Plan?

- The LEA Title I Plan addresses how the LEA will use Title I funds throughout the school system. Topics include:
 - Student academic assessments
 - Additional assistance provided struggling students
 - Coordination and integration of federal funds and programs
 - School programs including migrant, pre-school, school choice, EL, Homeless, and supplemental educational services as applicable.
 - Parent and Family Engagement Strategies, which is included in the Parent and Family Engagement Plan.
- Title I Parents have a right to be involved in the development of the LEA Title I Plan

What is the LEA **Parent and Family Engagement Plan**?

- This plan addresses how the LEA will implement the parent and family engagement requirements of Every Student Succeeds Act. It includes...
 - The LEA's expectations for parents and families
 - How the LEA will involve parents in decision-making
 - How the LEA will work to build the schools' and parents' capacity for strong parental involvement to improve student academic achievement
- Title 1 Parents have the right to be involved in the development of this plan.

What is a **CIP**?

- The CIP is your school's Continuous Improvement Plan and includes:
 - A Needs Assessment and Summary of Data
 - Goals and Strategies to Address Academic Needs of Students
 - Professional Development Needs
 - Coordination of Resources/Comprehensive Budget
 - The School's Parent and Family Engagement P
- Title I Parents have the right to be involved in the development of this plan.

What's included in the school's Parent and Family Engagement Plan

- This plan addresses how the school will implement the parent and family engagement requirements of Every Child Succeeds Act of 2015.
- Components include...
 - How parents can be involved in decision-making and activities
 - How parental and family engagement funds are being used
 - How information and training will be provided to parents
 - How the school will build capacity in parents and staff for strong parental and family engagement through “evidence based” strategies
- Title I Parents have the right to be involved in the development of your school's Parent and Family Engagement Plan.

What is the School-Parent Compact?

- The compact is a commitment from the school, the parent, and the student to share in the responsibility for improved academic achievement.
- You, as Title I Parents, have the right to be involved in the development of the School-Parent Compact.
- Home and school must maintain regular, meaningful communication, and in a language family members can understand.

How do I request the qualifications of my child's teachers?

- Title I Parents have the right to request the qualifications of your child's teachers
- How you are notified of this right and the process for making such request

How is the evaluation of the LEA Parent and Family Engagement Plan Conducted?

- Evaluation Requirements
- LEAs and schools must actively outreach to all parents and families reaching beyond barriers of culture, language, disabilities, and poverty.
 - Conduct annually
 - Conduct with Title I parents
 - Analyze Content and Effectiveness of the current plan
 - Identify Barriers to parental involvement
 - Data/Input may include...
 - Parent Survey (Required)
 - Focus Groups
 - Parent Advisory Committees
- Process and Timeline
- How the evaluation informs next year's plan

Title III English Language Learners

Alabama's Definition of an English Learner

The term English Learner, when used with respect to children and youth, means a child or youth ---

- 1) who is aged 3 through 21;
- 2) who is enrolled or preparing to enroll in an elementary school or secondary school;
- 3) who may or may not have been born in the United States, the District of Columbia, and the Commonwealth of Puerto Rico
- 4) whose native language is a language other than English; or who comes from an environment where a language other than English is dominant
- 5) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the child-
 - a) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - b) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - c) the opportunity to participate fully in society.

New Goals for the EL State Program

1. Help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English
2. Assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet
3. Assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth
4. Assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings
5. Promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners **SEC. 3102**

What is English Language Proficiency

- ▶ Alabama *has* defined English *Language* Proficiency (ELP) as a composite proficiency level score of a **4.8** on the ACCESS for ELLS 2.0 assessment.

Title IX, the McKinney-Vento Homeless Assistance Act

Local Liaisons

- ▶ Be able to carry out their duties described in the law
- ▶ Disseminate public notice of McKinney-Vento rights in location frequented by parents, guardians, and unaccompanied youth, in a manner and form understandable to parents, guardians, and youth.
- ▶ Ensure the school personnel providing McKinney-Vento services receive professional development and other support.

Enrollment and Full Participation

- ▶ Local liaisons must ensure that unaccompanied homeless youth have opportunities to meet the same State academic achievement standards as the State established for other children and youth including,
- ▶ Implementing procedures to remove barriers that prevent homeless youth from receiving credit for full or partial coursework satisfactorily completed at a prior school.
- ▶ Local liaisons must ensure that unaccompanied homeless youth are informed of their status as independent students for college financial aid and may obtain assistance to receive verification for the FAFSA.

Privacy

- ▶ Schools must treat information about a homeless child's and youth's living situation as a student, subject to all the protections of the Family Educational Rights and Privacy Act (FERPA)

Top 10 Ways to Become a Teacher Professional

1. **Be friendly and get to know everyone:** It is important for you to let those you interact with know that you genuinely want to know him or her, appreciate them, and will help in any way you can. Take a moment or two to smile and say good morning or ask how they are. If someone wants to share with you, listen. This helps build those relationships you will need later while working on a project or a committee. If others find you **approachable**, pleasant, and willing **to help** out, **they** will in turn be willing to do the same.
2. **Take professional development classes:** Whenever possible, take professional **development** classes that will help **make** you a better teacher. **Go back** to your building and try out the new strategy. Then share what you are doing with a colleague, your grad level, or the whole faculty. Talk to your principal and share what you are doing and how you would like to share it with the rest of the faculty.
3. **Read professional materials: Always try to stay current on best practices. There are many professional magazines and teacher publications that are available. Your school librarian should be able to help you find periodicals. Many teacher stores and catalogs have an assortment of publications or current best practices. The school systems curriculum specialists can also recommend books, classes, workshops, or periodicals.**
4. **Websites;** The Internet is another wonderful resource for finding strategies for best practices. Visit professional organization sites such as the Association for Supervision and Curriculum Development (ASCD) at www.ascd.org.
5. **Have open and inviting** classroom: Teachers will ask from time to time to visit your classroom if you are doing something they really want to try. Set up a time convenient to both of classroom if you and allow him/her to observe. Then, schedule a planning time or meet after school and discuss the observation. They may also share ideas with you to make the strategy better. You may want to observe them when they are using your strategy so you can offer feedback. Parents should always be invited in your classroom, also, as long as it is prearranged.

Top 10 Ways to Become a Teacher Professional

6. **Be willing to share:** Whenever you find a teaching strategy that really works, you should be willing to share it with anyone who is willing to listen. Your enthusiasm will be contagious. When others see how well it works, they too, will try it. Don't forget to include the staff of the school division's curriculum department. Invite the instructional specialists into your classroom to observe a lesson, or offer classroom as a **laboratory** for development of best practices by specialists. Take constructive criticism to heart and always thank those willing to take the time to observe your lessons.

7. **Apply for citywide and state committees:** There are many opportunities outside the classroom to volunteer for curriculum, textbook adoption, content review, or other committees. Apply for committees for which you feel you have expertise to offer. If you are not chosen the first time, reapply when the opportunity presents itself again. Your principal will usually receive news of opportunities to serve; therefore, let him or her know you are interested.

8. **Apply to teach staff development classes:** Teaching **professional** development classes is another way to share best teaching practices with other teachers. You must apply for this as well. Often, it helps to make contact with the school division's curriculum department. You may be asked to teach a class that includes a fully **planned** session, or you may be asked to develop a class based on your expertise and instructional strategies.

9. **Grants:** Apply for grants to fund projects at your school that will make learning fun and more meaningful for students. There are many **organizations** that offer money for school projects. Your school may also have a liaison that has information on grants and how to apply for them. He or she may also help you write them.

10. **Volunteer:** When working on a project at school, you may need to elicit the assistance of others. The local community is a rich **resource for finding volunteers. Your school** may already have a list of local businesses willing to help out. Let them know specifically what you need and when you need it. Follow up with another contact in a few days. Retirement centers of senior living complexes usually have a contact person who can arrange for volunteers. Don't forget parent volunteers and your own school staff.

Top 10 Things Parents Expect From Teachers

1. Communicate behavior or performance problems ASAP.
2. Show joy in kids, learning, and life! Let students know that teachers are human, **too**.
3. Offer tutoring times for students who need it.
4. Make lessons relevant when possible. Supply the answer to the question we hear at home: "When will I ever use or need to know this?"
5. Give students the responsibility to learn and apply lessons. Let students catch the teacher's intentional errors.
6. Have firm but friendly class control.
7. Recognize the unique personalities, abilities, and learning styles of all students
8. Treat all children with fairness and consistency. Follow the golden rule when tempted to use sarcasm, ridicule, or ostracism.
9. Use varying and appropriate teaching strategies. Don't always lecture, or always use transparencies, or always use PowerPoint presentations, or even always show a movie. Motivate, motivate, motivate! No matter what they say, it won't be "boring". (And they will say it!)
10. **Have TOO MUCH fun sometimes!**

Top 10 Tips for an Effective Parent-Teacher Conference

1. Send out a preconference agenda-list two or three items you have in mind and provide the opportunity for parents to list their issues.
2. Engage in casual conversation to get a feeling of where a parent is coming from-be an active listener.
3. Always be prepared, have samples of the student's work ready, and focus on specific objectives.
4. Set two or three short term goals that will be easily attainable.
5. Emphasize positive attributes and compliment parents on the job they're doing.
6. Encourage parents to focus on rewards first, and then meaningful consequences for their children.
7. Never contradict or undermine a parent's position: however, be ready to offer suggestions, for example, such as ideas to make homework more manageable.
8. Avoid any judgmental statements. If you stay with your plan, this will be avoided.
9. Recap at the end of the conference to go over important topics covered.
10. Follow up with a short note highlights positive aspects of conference.