

**Boerne ISD Fall  
Morning Meeting  
Annual Title I**

**Morning Meeting**

**December 16, 2021**

**Boerne ISD Central Office, Room 132**

**7:30 am – 8:30 am**

WELCOME TO  
ANNUAL MEETING OF  
TITLE I, PART A  
PARENTS AND FAMILIES

# WHY ARE WE HERE?

- The Elementary and Secondary School Act, Title I Part A, requires that each Title I school hold an annual meeting for the parents and families whose children receive Title I services.
- The purpose of Title I under the Elementary and Secondary Education Act of 1965 (ESEA) is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

# WHAT YOU WILL LEARN

- What it means to be a Title I, Part A Targeted Assistance school
- A 1% “set-aside” for parent and family engagement and its allowable uses
- The Campus Improvement Plan (CIP) and Title I plan
- The School Parental Involvement Policy and the School-Parent Compact
- How to request information about the qualifications of my child’s teachers

# WHAT YOU WILL LEARN CONT'D

- How and when parents and families will be notified if their child is taught by a teacher who is not certified in a content area
- How and when the annual evaluation of the parent and family engagement policy and program will be conducted
- The ways in which parents and families can be involved to partner with the school to share the responsibility for improved student academic achievement

# WHAT IS A TITLE I SCHOOL?

Being a Title I, Part A school means receiving federal funding (Title I, Part A dollars) to **supplement** the school's existing programs. These dollars can be used for...

- Identifying students experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards.
- Purchasing supplemental staff, programs, materials, and supplies.
- Boerne ISD elects to spend the bulk of the funds on salaries.
- Parents are encouraged to give input on how we spend the funds.

*The total Title I, Part A allocation to Boerne ISD is \$534,835. Boerne ISD elects to spend the bulk of the funds on salaries. The district has allocated approximately \$498,000 in salaries for 9 people (2 teachers and 1 teaching assistant per campus). We reserve 1% for parent activities such as this (\$6000). An amount is set aside for mandatory provisions (homeless youth and youth living at neglected and delinquent facilities) and the allowable 4% we can use for indirect expenses. BISD allocates \$166,000 to CES, \$170,000 to FES, and \$153,000 to KES for salaries.*

# 1% “SET-ASIDE”

Any school district with a Title I, Part A allocation exceeding \$500,000 is required by statute to set aside 1% of its Title I, Part A allocation for parent and family engagement. Of that 1%, 5% may be reserved at the LEA for district-wide initiatives and administrative expenses related to parent and family engagement.

- Of the 1%, 95% must be allocated to the Title I schools in the LEA to implement school-level parent and family engagement
- Title I parents have the right to be involved in the decisions regarding how these funds will be used for parent and family engagement activities

# DISTRICT TITLE I PLAN

The District Title I Plan addresses how we will use Title I, Part A funds within the district. Typically, in Texas, the elements of the Title I Plan are incorporated into the District Improvement Plan (DIP). Topics include:

- High-quality student academic assessments
- Supplemental services to assist struggling students
- Coordination and integration of federal funds and programs
- Strategies to implement effective parent and family engagement
- Title I parents have the right to be involved in the development of this plan

*The District Improvement Plan will be available on the district in the coming weeks as it was approved by the Board of Trustees October 21st. Please contact your child's principal if you need the plan translated.*

[Improvement Plans](#)

# CAMPUS IMPROVEMENT PLAN

The school's Campus Improvement Plan (CIP) includes:

- A needs assessment and summary of data
- Goals, objectives, and strategies to address the academic needs of students
- Professional development needs
- Coordination of resources and services
- Identification of Title I, Part A funds and expenditures
- Strategies from the school's parental involvement policy
- Title I parents have the right to be involved in the development of the CIP

*The Campus Improvement Plan is available on the district website and was approved by the Board of Trustees in October. Please contact your child's principal if you need the plan translated.*

# PARENT AND FAMILY ENGAGEMENT POLICY

The policy addresses how the school will implement the parent and family engagement program. The policy includes:

- Convene an annual meeting
- Provide a flexible number of meetings
- Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parent and family engagement program
- Provide timely information about parent and family engagement activities
- Provide information to parents about curriculum and assessment
- If requested, provide additional meetings with parents to discuss decisions for the education of their child
- Title I parents have the right to be involved in the development of the school policy

# PARENT INVOLVEMENT OPPORTUNITIES

- Title I Parent Meetings (Fall and Spring)
- Teacher-Parent Conferences
- School Activities such as open house and activity nights

# TEACHER QUALIFICATIONS

In compliance with the requirements of the Every Student Succeeds Act, we would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/or paraprofessional(s). The following information may be requested:

Whether the student's teacher:

- Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Is teaching under emergency or other provisional status through which State qualifications or licensing criteria have been waived; and
- Is teaching in the field of discipline of the certification of the teacher.

Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher(s) and/or paraprofessional's qualification, please contact your child's principal.

# ANNUAL EVALUATION

- The content and effectiveness of the parental involvement policy and program must be evaluated annually. *Boerne ISD asks for parent questionnaires and surveys.*
- Identify barriers to participation in parental involvement. *Please share ideas about how to increase parental involvement (time of meeting, content of meeting, etc.)?*
- Report findings to parents and families and use those results to revise the parental involvement policy and school-parent compact. *Our surveys reflect general satisfaction about the program. However, there is some feedback about parents wanting more information about how their child is progressing academically.*

# SCHOOL-PARENT COMPACT

The school-parent compact is a written agreement...

- That addresses high-quality curriculum and instruction
- That describes how parents and families, school staff, and students share the responsibility for improved student academic achievement
- That stresses the importance of frequent communication between school and home, and the value of parent-teacher conferences (required in elementary schools)
- That affirms the importance of parents and families in decisions relating to the education of their children
- Title I parents have the right to be involved in the development of the school-parent compact

# BOERNE ISD

# PARENT-SCHOOL COMPACT

It is our belief that student success is founded on the cooperative efforts of students, parents, and school staff. This compact is a three-way partnership established to support students in the learning process.

## **AS AN INVOLVED PARENT/CAREGIVER, I WILL STRIVE TO:**

- Believe my child can learn; strive to help my child succeed daily
- See that my child attends school regularly and is on time
- Supervise television watching by replacing it with reading, talking, and listening to my child
- Set aside a specific time/place to complete daily reading tasks with my child
- Show respect and support for my child, the staff, and the school
- Participate in decisions relating to the education of my child and his/her positive use of extracurricular time
- Attend scheduled parent-teacher conferences/meetings
- Volunteer, when possible, in my child's classroom
- Sign and return all papers that require a parent or guardian signature

## **AS AN INVOLVED STUDENT, I WILL STRIVE TO:**

- Believe that I can learn and work toward success daily
- Show respect for myself, my school, and other people
- Attend school regularly
- Complete assigned reading tasks daily
- Discuss with my parents what I am learning in school

## **AS AN INVOLVED TEACHER, I WILL STRIVE TO:**

- Believe that each child can learn
- Motivate and respect each child
- Provide an environment that promotes active learning
- Respect and value the uniqueness of each child and his/her family
- Hold regularly scheduled parent-teacher conferences/meetings
- Provide quality instruction enabling students to meet the State's student academic achievement standards
- Demonstrate professional behavior and a positive attitude
- Monitor each child's academic progress through ongoing assessment
- Maintain open lines of communication with students and parents

# SUGGESTIONS FOR CHANGE

The Parent and Family Engagement Policy and Parent-School Compact are always subject to revision so that they reflect the values and input from all stakeholders. If you would like to see something added or changed, please feel free to make that suggestion at this time or include it on your parent survey next semester.

**Are there any suggestions for  
change?**

# WHO DO I CONTACT?

- Classroom Teacher – Recommended 1<sup>st</sup> Point of Contact
- Curington Elementary (830)357-4000
  - Principal: Matt Myers  
[matthew.myers@boerneisd.net](mailto:matthew.myers@boerneisd.net)
  - Counselor: Ashlen Eckert  
[ashlen.eckert@boerneisd.net](mailto:ashlen.eckert@boerneisd.net)
  - Reading Interventionist: Kay Batch  
[kay.batch@boerneisd.net](mailto:kay.batch@boerneisd.net)
  - Math Interventionist: William Gollihar  
[william.gollihar@boerneisd.net](mailto:william.gollihar@boerneisd.net)

# WHO DO I CONTACT?

- Classroom Teacher – Recommended 1<sup>st</sup> Point of Contact
- Fabra Elementary (830)357-4200
  - Principal: Troy Latiolais  
[troy.latiolais@boerneisd.net](mailto:troy.latiolais@boerneisd.net)
  - Counselor: Danni Vineyard  
[danni.vineyard@boerneisd.net](mailto:danni.vineyard@boerneisd.net)
  - Reading Interventionist: Melania Ionescu  
[melania.ionescu@boerneisd.net](mailto:melania.ionescu@boerneisd.net)
  - Math Interventionist: Wendy Lutz  
[wendy.lutz@boerneisd.net](mailto:wendy.lutz@boerneisd.net)

# WHO DO I CONTACT?

- Classroom Teacher – Recommended 1<sup>st</sup> Point of Contact
- Kendall Elementary (830)357-4600
  - Principal: Shelene Livas  
[shelene.livas@boerneisd.net](mailto:shelene.livas@boerneisd.net)
  - Counselor: Heidi Johnson  
[heidi.johnson@boerneisd.net](mailto:heidi.johnson@boerneisd.net)
  - Reading Interventionist: Laura Franco-Flores  
[laura.franco-flores@boerneisd.net](mailto:laura.franco-flores@boerneisd.net)
  - Math Interventionist: Kaylee Sandvig  
[kaylee.sandvig@boerneisd.net](mailto:kaylee.sandvig@boerneisd.net)

# SUPPORT YOUR CHILD'S EDUCATION

- Share a love of learning
- Read to your child
- Ask your child to read to you
- Limit electronic device/tv time
- Take advantage of the public library and the school media center
- Show interest in your child's school day
- Ask questions
- Ask to see homework
- Encourage good study habits
- **Praise their efforts**

**The relationship between the family and the school is one of the most important factors in determining student success!**

# QUESTIONS



# NOTES FROM MEETING

Introductions were made and the meeting was conducted in an informal and conversational manner. A parent was able to provide the teachers and Mrs. Charest with the parent/family perspective circumstances during these challenging times of global pandemic and disruptions to the educational process for students, families, and educators. The consensus of the attendees was that the partnership and teamwork between home and school was critical to student success.