

FLORIDA ATLANTIC UNIVERSITY



2025-26 Annual Title I, Part A Parent Presentation



Purpose of Presentation

Under the newly reauthorized law, Every Student Succeeds Act (ESSA), schools are required to explain and discuss:

- Title I programs and requirements
 - Family Involvement Policy/Plan
 - School-Parent Compact
 - Parents' Right to Know
- Additional support
 - School and Parent Partnerships
 - Business Partnerships



What is Every Student Succeeds Act (ESSA)?

- ❑ Title I originated as part of the federally regulated Elementary and Secondary Education Act (ESEA), a law that funds elementary and secondary education.
- ❑ ESEA originally passed under President Johnson's Administration in 1965 as part of the "War on Poverty" agenda.
- ❑ ESEA was reauthorized in 2001 and renamed the No Child Left Behind Act (NCLB). Every Student Succeeds Act (ESSA) was enacted on December 10, 2015. It responded to calls from state education leaders to move beyond NCLB requirements and support state efforts to prepare every child for college and career.
- ❑ ESSA will continue to be fully implemented this year.



What is Title I?

➤ Title I is a federal grant that:

- provides supplemental funds to school districts to assist schools with high concentrations of poverty to meet educational goals
- assists with building capacity of parents and teachers
- encourages parents to be involved in their children's education

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

Goal of Title I

To ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments



Title I Funding

- Title I funding flows from the U.S. Department of Education (as appropriated by Congress) to the Florida Department of Education (FDOE).
- The FDOE allocates funds to Districts.
- Districts allocate Title I funds to qualifying schools based on the number of students eligible (low-income) to receive free/reduced price meals
- Title I must supplement District funds
- A specified amount of the Title I grant must be spent on Family Involvement
- Parents have the right to give input regarding how the school will use its Title I funds



Title I Programs

- Henderson is implementing a Targeted Assistance (TA) Program for the 2025-26 school year
- The purpose of our TA Program is to provide additional services to students identified as most at-risk of failing to meet the challenging academic standards
- Henderson will provide targeted small group differentiated support to identified students in reading and math through Intervention/Instructional Paraprofessionals

Title I at Our School

Title I funds are used at our school to:

- Cover Salaries and Benefits
- Support Students Activities:
 - Educational Supplies for Student Use





Parent & Family Engagement Plan (PFEP)

- Each Title I school must jointly develop, agree upon, and distribute a written Parent and Family Engagement Plan (PFEP) to parents
- The PFEP describes how the school will carry out the parent involvement requirements, including the development of a School-Parent Compact
- Title I Family Resources on our website: <https://adhus.fau.edu/parent-portal/family-resources/>

PFEP: Programs and Academics

- Provide timely information about Title I programs to parents
- Explain the curriculum, assessments, and the minimum standards that students are required to meet
- Provide trainings to staff and parents designed to increase student achievement and support family involvement
- Provide information on how the school worked with community, volunteers, and business partnerships to increase student achievement



PFEP: Communication & Support

- Show evidence of continuous communication between the school, families, students, and community
- Provide documents to show that families received information translated in their native language (when feasible)
- Offer a flexible number of meeting dates and times
- Involve parents in making decisions about how Title I parent involvement funds are spent

PFEP: Evaluation

- Conduct a joint annual evaluation of the content and effectiveness of the school's PFEP
- Monitor and evaluate the strategies of the PFEP periodically
- Use the findings of the evaluation to design and revise strategies for more effective family involvement



School-Parent Compact

- Each school must have a School-Parent Compact that is written by parents and school personnel
- The compact sets out the responsibilities of the students, parents, and school staff in striving to raise student achievement
- The compact should be shared during parent-teacher conferences
- The compact is to be reviewed and signed each year by the parent, student, and teacher

School-Parent Compact



Florida Atlantic Laboratory Schools
777 Glades Road, 20
Boca Raton, FL 33431
tel: 561.297.3975
www.labschools.fau.edu

2025-26 Title I Compact for Teachers, Students, and Parents

Mission & Philosophy: A.D. Henderson University School and FAU High School endeavors to: (1) demonstrate best practices in teacher education; (2) innovate, develop, and provide students a challenging curriculum, balanced with innovative academic support; and (3) conduct and support emerging educational research. All three parts of the mission are based on a keystone – educating A.D. Henderson University School & FAU High School students to reach their full potential. Our philosophy is that the purpose of education is to provide a safe and secure environment for students to acquire the skills, knowledge, and problem-solving strategies necessary to function as responsible and productive members of society. Our school is structured to provide an environment that will encourage and develop the full potential of each student academically, intellectually, emotionally, socially, and physically.

As a Teacher, who is a representative of the School, I will:

- Believe that each student can learn
- Show respect for each child and his/her family
- Provide an environment conducive to learning
- Provide meaningful and appropriate homework activities
- Enforce school and classroom rules fairly and consistently
- Provide activities to enhance the social and emotional wellbeing of each child
- Maintain open lines of communication with student and his/her parent/guardian
- Seek ways to involve parents in the school's programs
- Maintain student privacy

As a Student, I will:

- Try to do my best in my work and in my behavior
- Work cooperatively with my classmates and be an encouragement to them
- Show respect for myself, my school, and other people as well as my parents
- Take pride in my school
- Come to school prepared with my homework, supplies, and in proper dress code including my ID
- Believe that I can and will learn
- Abide by district/school policies and classroom rules
- Participate in physical activity on a daily basis as much as possible

As a Parent/Guardian, I will:

- See that my child attends school regularly and on time and has their ID with them
- Provide a home environment that encourages my child to learn
- Encourage my child to complete all homework assignments and become self-motivated in accepting this responsibility as they grow and mature
- Communicate regularly with my child's teachers
- Support the school in developing positive behaviors by being a positive role model
- Talk with my child about his/her school activities every day
- Encourage my child to read and practice math at home
- Monitor my child's use of technology if necessary
- Show respect and support for my child, the teacher, and the school
- Support my child, when possible, in the extracurricular activity choices he/she makes
- Participate in school events and consistently check school and teacher communication tools for the most up to date information.



Parents' Right to Know

- Parents have the right to request and receive timely information regarding the professional qualifications of their child's teachers and paraprofessionals
- Parents must be notified if their child is assigned to or taught for four or more consecutive weeks by a teacher/substitute teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned
- Parents should be provided information regarding their child's level of achievement on each state academic assessment as required by law. At any time, parents can request information on policies regarding student participation in assessments and procedures for opting out.

Right-to-Know Letter



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Esta carta está disponible en español en la oficina del frente.

Ou ka iwen lèt sa an Kreyòl nan ofis lasi ou.

A.D. Henderson University School & FAU High School Parent Right-to-Know 2025-26

Dear Parent/Guardian,

Our school district receives federal funds for Title I programs that are part of the Every Student Succeeds Act (ESSA), which was signed into law in December 2015 and reauthorized the Elementary and Secondary Education Act of 1956 (ESEA), replacing No Child Left Behind (NCLB). One of the conditions for receiving these funds is to notify parents/guardians of their right to request and to receive information regarding the professional qualifications of their child's teachers and paraprofessionals. Florida Atlantic University Schools is committed to providing you information regarding the qualifications of any teacher or paraprofessional that works with your child.

By law, you have the right to request the following information, which will be provided in a timely manner:

- Whether your child's teacher has met state licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualifications of licensing criteria have been waived.
- The degree and 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.
- Whether your child is provided services by paraprofessionals, and, if so, their qualifications.

ESSA includes additional right-to-know requests. At any time, parents can request information on policies regarding student participation in assessments and procedures for opting out. In addition, you will also be notified in writing if your child has been assigned or has been taught for more than four (4) consecutive weeks by a teacher/substitute teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

If you would like to receive any of the above information, please feel free to call your school's principal at 561-297-3970.

Thank you for your continued interest and involvement in your child's education.

Sincerely,

Dr. Joel Herbst
Superintendent
Florida Atlantic University Schools

A.D. Henderson University School, Florida Atlantic University High School,
FAU High School – Jupiter Campus, in Partnership with Max Planck Academy, Stiles-Nicholson STEM Teacher Academy,
Bezos Academy, Pine Jog Environmental Education Center

An Equal Opportunity/Equal Access Institution



Research shows...

No matter the socio-economic status, when parents are involved, students are more likely to:

- Attend school regularly
- Earn better grades
- Obtain better test scores
- Pass courses
- Be promoted to the next grade
- Adapt to change
- Have better social skills
- Graduate
- Continue their education





School and Parent Partnership

- School works with parents to ensure each child's success
- School and parents make joint decisions that affect each child's education
- School and parent partnerships are built within School Advisory Councils, District Parent Advisory Council, and school decision making committees
- School provides opportunities for parents to volunteer time and talents
- School offers parent workshops, trainings, and parent/teacher conferences
- School provides materials to help parents work with their children
 - The Parent Resource Center provides materials and resources for parents.



Students Experiencing Homelessness

The McKinney-Vento Act: Who is eligible for services?

- Families who, due to a loss of housing, live:
 - in a shelter, motel, vehicle, or campground
 - on the street
 - in abandoned buildings
 - or are doubled-up with relatives or friends
- Eligible homeless children have rights and privileges under the McKinney-Vento Act.

Homeless Education Liaison

Every school district has a Homeless Education Liaison who helps to:

- decide which school would be best for the child
- communicate with the school
- provide school supplies, uniforms, supplemental services and free school meals
- set up transportation to and from the school of origin
- find community support



Please Visit our Title I, Part A Family Resources Website for Additional Information

<https://adhus.fau.edu/parent-portal/family-resources/>

From academic resources to community programs, we're here to support families every step of the way. Explore the resources available to ensure your child's success both in and out of the classroom. Here, you'll find a variety of tools, information, and support to help you navigate your child's educational journey.

Documents provided on our website for the 2025-26 school year:

- Title I Presentation
- School Parent Compact
- School Improvement Plan (SIP) Summary*
- Parent and Family Engagement Plan (PFEP)*
- Right-to-Know Letter*
- McKinney-Vento Program Brochure**

** provided in English, Spanish, and Creole*

*** provided in English and Spanish*



Family + School = Success

