

WAKULLA COUNTY SCHOOL DISTRICT

Parental Involvement Plan

Title I, Part A

2016-2017

WAKULLA Title I, Part A Parental Involvement Plan

I, Robert Pearce, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of “parental involvement” defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

Date Signed

Involvement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

Response: The Local Educational Agency (LEA) utilizes the District Advisory Council (DAC), which consists of parent representatives from Title I schools, the Director of Special Programs and Assessments, the Director of Student Services/Exceptional Student Education, the Chief Academic Officer and other district staff to develop, implement, support, and review the District Parental Involvement Plan.

Parents are notified of opportunities to participate on the District Advisory Council and other planning committees through school newsletters, letters sent home, announcements at school Annual Title I Meetings and invitations from administrators.

Parental input regarding plans is documented through School Climate Surveys and input gathered at District Advisory Council meetings.

Schools provide training throughout the year to parents regarding their important role as their child's first and most important teacher, their partnership with the school, and School Advisory Council (SAC) membership and responsibilities.

The LEA set-aside funds for parental involvement are used to purchase a variety of resources, including literacy, math, science and parent training materials. Funds also support consultant services such as math and literacy specialists. One hundred percent of the required one percent set-aside of parental involvement funds are allocated to schools. Additional funds set-aside are used for printing compact forms and other parent communications. In the Spring, the District Advisory Council decides how funds will be allocated to schools.

Technical Assistance

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Response: The LEA will provide coordination, technical assistance and other support to assist Title I, Part A schools in planning and implementing effective parental involvement programs to improve student achievement and school performance in the following ways:

The Director of Special Programs and Assessments will provide technical assistance to all Title I Assistant Principals in September/October to review the Title I, Part A requirements for parental involvement as it relates to increasing student achievement. School Advisory Council Chairs will be invited. Successful activities will be shared. New Assistant Principals will receive a Title I notebook with technical assistance materials. School Parental Involvement Plan (SPIP) templates will be emailed to all Title I principals and assistant principals. School Parental Involvement Plans will be reviewed to ensure compliance and to ensure all strategies enhance student achievement. Plans are due for yearly review when School Improvement Plans are due, usually late September or early October.

The Director of Special Programs and Assessments provides each school with a jump drive containing

the following files: Florida Department of Education (FDOE) Parent Involvement Plan school template, Title I requirements, sample letters to parents, Title I Annual Meeting Toolkit, parent involvement strategies to increase student achievement, and other resources. Training modules such as "Creating Family Friendly Schools" are also included.

Coordination and Integration

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

count	Program	Coordination
1	Head Start, VPK, and Pre-K	Information will be provided to Pre-K parents on skills students need to know to be ready for kindergarten. Readiness materials will be distributed. Pre-K students also visit the school they will attend in the coming year. Parents have the opportunity to register students for the coming year at this time.

Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

Response: School Climate surveys will be available online and in hardcopy for the 2016 - 2017 school year. Schools will be encouraged to open computer labs on parent education nights to give parents the opportunity to complete online climate surveys. Parents will be given the opportunity to make additional comments at the end of the survey. Schools have sign-in sheets for all parent nights. Evaluation forms will be completed at the end of parent nights. Schools and the district review results in any effort to plan future activities such as topics requested and times to hold activities. Results of the School Climate Survey and the District Advisory Council drive the revisions for the next year's District Parental Involvement Plan. Schools review individual School Climate Survey results and Title I parent involvement activity evaluations to determine program changes that need to be made.

The goal for 2016-2017 is to increase parental involvement by 5%. This goal will be measured by comparing results from the 2015-2016 and 2016-2017 School Climate Surveys and sign in sheets.

Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Sections 1118(a)(2)(C), 1118(e)(1-14)].

Not Applicable

Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	NCLB requirements/Title I parent involvement compliance with Assistant Principals. School Advisory Chairs will be invited to attend.	Director of Special Programs and Assessments	Participants will be provided with training to assist in the implementation of an effective parent involvement program.	September	Sign-in sheets. Increased number of parents attending parental involvement activities.
2	Plan strategies to increase parent participation in developing the School Improvement Plan including exploring ways to communicate to parents regarding times of School Advisory Council meetings and other parent opportunities via email through FOCUS (Student Information System) and/or One Call Now.	Director of Special Programs and Assessment/Assistant Principals	Research indicates that increased parent involvement increases student achievement.	September-May	Sign-in sheets. Increased number of parents attending School Advisory Council meetings and parental involvement activities.
3	Plan strategies to repeat the same parent training at more than one time.	Director of Special Programs and Assessment/Assistant Principals	Research indicates that increased parent involvement increases student achievement.	September-May	Sign-in sheets. Increased number of parents attending parental involvement activities.

Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: The District Parental Involvement Plan will be summarized into a brochure that will be distributed in the fall. If needed, this brochure will be translated into a language the parent can understand. A comment section is included to offer parents an opportunity to reflect on the content of the plan. The District Parental Involvement Plan is also available in the Title I Notebook located in the front office of each school and online with the capacity for parents to make comments online. The Local Education Agency has educated schools on the requirements of communicating with all families, including those with disabilities and speakers of other languages. Currently approximately four English Language Learner (ELL) students are enrolled in the district.

The school and district websites advertise parent meetings and events. School reports are discussed at School Advisory Council meeting and in school and district publications.

The LEA provides a translator for parents when needed, such as when children are screened by the Child Find Specialist, at Exceptional Student Education (ESE) staffing, at parent conferences and/or other meetings.

The Director of Exceptional Education coordinates with Florida Diagnostic and Resource System (FLDRS) to provide parental involvement activities specific to the needs of parents of students with disabilities (SWD).

Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their

children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

Not Applicable

Evaluation of the previous year's Parental Involvement Plan Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	No district-wide activities	0	0	No district-wide activities

Staff Training Summary

Provide a summary of the professional development activities provided by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118(e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	NCLB requirements/Title I parent involvement compliance with Assistant Principals. SAC Chairs	1	8	Participants will be provided with training to assist in the implementation an effective parent involvement program. Research indicates that increased parent involvement increases student achievement.
2	Plan strategies to increase parent participation.	4	8	Research indicates that increased parent involvement increases student achievement.

Private School Summary

Provide a summary of the parental involvement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]

Not Applicable

Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	No Activities at the District level. Schools will address barriers.	No activities at the District level. Schools will address barriers.