

Flagler County School District Parental Involvement Plan



2011-2012

FLAGLER Title I, Part A Parental Involvement Plan

I, Janet Valentine, 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
- The LEA will inform parents and parent organizations of the purpose and existence of both Parent Information and Resource Center(s) (PIRC) in the state.

Involvement of Parents

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

- LEA-wide parental involvement policy [Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)];
- School review and improvement under Section 1116 [Sections 1118(a)(2)(A), 1116(a)(1)(D), 1116(b)(3)(A)]; and
- How the funds reserved for parental involvement will be allocated [Section 1118(a)(2)].

Response: Flagler County Public Schools will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under section 1112 of ESEA:

The District Parental Advisory Council (DPAC) is composed of parents from the Title I schools in the Flagler County Public Schools and have input into the district plan. The DPAC is responsible for reviewing parent survey results, reviewing activities that were held during the school year, recognizing barriers and making recommendation on how to overcome those barriers, determining if any of the barriers were successfully overcome and exploring any other parent recommendations for the purpose of writing a new District Parent Involvement Plan for the upcoming school year. Additionally the DPAC gives input on the parental involvement funds. Meeting notes with parent survey results, parent evaluation of the effectiveness of the previous year's plan, parent recommendations are kept by the Title I Coordinator in order to make the necessary changes to the plan based on those parent recommendation. The School Advisory Council will give input on the school Parental Involvement Plan.

The District Parent Involvement Plan and recommendations by the District Parent Advisory Council as well as survey results are used when writing the Title I project and that portion of the Title I project that involves parent involvement activities.

Each Title I School Advisory Council will review the District Parent Involvement Plan along with the parent survey results and the monthly meeting notes from their SAC meetings to develop the individual school PIP.

To ensure ongoing parental notifications:

- * The district will ensure all Title I principals place the Title I PIP on the School Advisory Council agendas for parental review,
- * The district will share parent survey results with schools for planning Title I parent involvement expenditures when received,
- * The district will use public service announcements and school level "Open House" and Annual Title I Parent meeting to provide parental involvement information and encourage parent participation through- out the school year,
- * The district will provide Title I information in Title I newsletters,
- * The district will use the Call Master calling system to provide information to families in the district,
- * The district will request additional training on the phone call system and,
- * The district will provide information to parents using the schools and district websites.

One hundred percent of the Title I Parent Involvement funds are allocated to the Title I Schools for materials for parent involvement workshops, stipends for teacher and counselors to present Parent Involvement activities and child care for parents attending activities. Title I uses other Title I dollars to pay a portion of the Title I /Homeless Parent Specialist.

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 Title I District Coordinator and Parent Specialist meet with the school administration on a monthly basis concerning planned parent activities, material needs and allowable expenditures. The plan is reviewed and monitored at each monthly meeting with the Title I Coordinator to be sure the plans set forth for parents are being administered. The Parent Specialist works with the guidance office and the assistant principal at each school to collect the information (agendas, sign in sheets and teacher participation) on a monthly basis.

In February of each school year the Title I Coordinator begins discussion with the Title I schools about the parent involvement plan that will have to be developed for the next school year and also to give survey results that were gleaned from the parent surveys that were a part of the January Title I newsletter. The Title I schools are reminded that they must convene an advisory council meeting of Title I parents before the end of the school year to review the past plan, note progress with that plan, discuss barriers for participation and make recommendations for the new Title I Parent Involvement Plan and also review the Teacher/Parent/Student Compact. All parents are invited to participate in this council meeting. There is no restriction to the number of parents who participate. The LEA will review the new School PIP from each Title I school in August and September to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)].

The LEA provides assistance in additional ways:

*Assigning the Parent Specialist to Title I Elementary Schools 2 days per month to work with guidance counselors and administration on needs,

*Having the Parent Specialist make home visits to parents upon the request of the schools,

* Providing resources and assistance planning for each school's staff on how to communicate and work with parents through mentor teaching programs,

*Providing the schools two times per year with a Title I Newsletter from the LEA to the parents that includes school information and community resources,

* Allocating all parent involvement set asides to the schools for planned activities at the schools, and

* Providing annual survey results to individual schools to use in planning for upcoming parent involvement activities.

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 (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

count	Program	Coordination
1	Head Start	Parent Specialist collaborates with Head Start and other local agencies on a regular basis to determine how the district and Head Start can work together.
2	Public Preschool	Participating and collaborating with the Flagler-Volusia Early Learning Coalition and district run Pre-K program through Flagler County Adult Education. This is ongoing throughout the year.
3	Title I Parent Involvement set-aside	Parent Resource Centers - Each Title I Elementary, Middle and High School will operate parent resource centers that encourage and support parents in participating in the education of their children. Funding for the centers are part of

		the Title I parent involvement set-aside.
4	Title III	Title III allocates for translations of communications to parents and also pays a portion of the fee for the TRANSACT on line letters available in multiple languages.
5	Title X	A percentage of the Title I Parent Specialist salary is paid by Title X funding.

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 quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

Response: The Title I Coordinator reviews the current School Parent Involvement Plan on a monthly basis with each Title I school administration. The schools are required to submit to the district a log of parent activities on a district developed template for the previous month. They must include parent sign in sheets when applicable, agendas and workshop handouts. The Title I Parent Specialist also works with the assistant principal and the guidance office to collect documentation of ongoing parent activities.

The district begins planning for the next school year in the Spring when the results of the parent survey are analyzed. Those results are reviewed by the District Parent Advisory Council and by the individual SAC to design effective strategies for the coming school year. This begins the process of planning and development of the Parent Involvement Plan for the next school year by the school as well as the district plan.

Aside from the survey results and the advisory council input, the school receives additional input from their SAC and parents as they communicate throughout the school year.

Additionally:

- * The district advises each Title I School that they must provide parents with a copy of the schools' Parent Involvement Policy,

- * Title I Schools will notify parents and survey parents by hard copy and by e-mail when possible, using the district developed newsletter and district developed parent survey. The newsletter is sent 2 times per year and a parent survey is sent with the mid-year Title I newsletter,

- * The district will provide ongoing information to families via schools using student planners, handbooks, separate mailings, and podcasts (school level),

- * The district directs schools to provide for an annual "Open House" at the beginning of the school year to address suggestions and concerns parents may have at the district and/or school level, provide a minimum of 4 parent meetings per school that should include a "make and take" and a community based event,

- *The district provides each school, to the extent possible, notifications to parents in other languages and in a format that parents can understand,

- * The district will share annual survey results at each school site for planning purposes, and

- * The LEA requires schools to report monthly on parent meetings and parent participation to monitor parent attendance. The report must include the events sign in sheets and agenda when applicable.

- *The District Parent Involvement Plan is developed using survey results from parents, Advisory Committee parental input, suggestions and concerns as well as reviewing attendance of the school level parent meetings that are monitored monthly and sent to the district Title I Office.

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)].

count	Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
1	LEA allocates Title I dollars for Title I schools to do Parent Make and Take Workshops in the area of math and reading. Parents want to be able to help students at home. The importance of the standards are stressed.	Tammy Yorke, Title I Coordinator	Students make great gains when parents participate in school activities.	2 times per year scheduled by individual schools.	Demonstrated increased parent attendance at this type of workshop evidenced by parent sign in sheets
2	Parent Specialist contacts key people in "neighborhood" to provide information to parents in their community. This strengthens the home/school/community relationships.	Dr. Pamela Jackson-Smith	The school district will gain better communication with parents who have no working telephone numbers and do not respond to written communication.	Monthly for 2011-2012	Documented two-way communication with teacher & school staff by Parent Specialist with parents.
3	Each Title I school will operate a Parent Resource Center.	School Parental Involvement Liaison	Students make great gains when parents participate in school activities.	Ongoing	Sign-in Log and Materials Check-out log

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	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
1	Mentor Program for new teachers includes parent communication and the value of parent involvement.	Title II and school administrative staff	Meaningful communication between parents and teachers builds ties between home and school.	August ongoing	Students are making gains.
2	LEA provides resources to schools for "Cultural Sensitivity Training" to encourage parents of other cultures to communicate and be comfortable in the school setting.	Title I Parent Specialist and ESE Parent Specialist	Students of other cultures make greater gains when the teacher understands different cultures and the student feels respected.	August ongoing	Minority sub groups are making AYP gains in Title I schools.
3	LEA will provide technical assistance to school staff for the implementation and coordination of parental	Title I Parent Specialist	Improve the ability of staff to work effectively with parents	September ongoing	Sign-in sheets, handouts, agendas, and presentation

	involvement				materials
4	LEA will provide guidance for schools 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.	Title I Coordinator and Title I Parent Specialist	Meaningful communication between parents and teachers builds ties between home and school.	September ongoing	Attendance sheets

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 has provided extensive training to the schools in how to access NCLB required notices and general ed. notices to parents in multiple languages. Training has included school nurses, registrars, school administrations, Title I teachers, a teacher per grade level and teachers of ELL students. Additionally we have translators available through staff members who are fluent in languages -both written and conversational. We do ask for translated notes and letters when other TRANSACT documents are not applicable.

The Title I Coordinator reviews the TRANSACT program at the beginning of the school year and provides for new staff and other departments to be trained in using the TRANSACT documents. Schools contact the Title I Office or the ESOL Office when they have translation needs. The ESE department is the contact for hearing impaired and sign language issues. The Title I Office is given a list of families who needs letters translated in other languages so that mailings are sent in appropriate languages when those mailings are done from the district office.

The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand:

- *All of the Flagler County Schools and facilities are handicap accessible,
- *Parents requesting sign language at parent meetings are provided that service through Flagler County ESE Department using either volunteers or paid signers,
- * Provide translations of documents to the extent possible, for parents at each school upon request in Spanish, Russian, and Haitian Creole,
- *Schools provide the district office with a list of students who have another language spoken in the home and have little understanding of the English language,
- * Provide notifications in multiple languages using TRANSACT and volunteer or staff translations,

* Provide required NCLB notices to parents in a language and format parents can understand either through translated letters TRANSACT or phone calls by staff who speak other languages,

* Use conversational translators when possible to notify parents of workshops and meetings,

* Have translators at parent meetings upon request of the schools, and

* Use the district phone master call system to notify families of parent programs and meetings in other languages.

* Copies of translated notices will be reviewed by the Title I Director on a monthly basis.

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:

count	Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline
1	Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];	Title I pays teacher and counselor stipends for Parent Involvement activities at the school level. Some schools also receive allocation for child care services, materials for make and take workshops and Math and Parent Partnerships Title I and Title III support the TRANSACT on line letters that are available in multiple languages to notify parents of meetings and other necessary communications; and reimbursement for translators to attend Title I parent meetings.	Title I Director	Meaningful Parent Involvement activities builds capacity of parent to participate in their student's academic achievement.	Through out the school year

Evaluation of the 2010-2011 Parental Involvement Plan

Building Capacity Summary

Provide a summary of the activities provided during the 2010-2011 school year designed to build the capacity of parents to help their children [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
1	Family Access Portal for parents to have access to student grades and progress at all times.	5	129	Parents will be able to consistently monitor the academic progress of their student.
2	Curriculum Night	3	1041	Parents who understand academic standards encourage greater achievement in students.
3	Families Building Better Readers, Make and Take	2	50	Opportunities for parents to help children in reading.
4	Math & Parent partnerships, Make and Take	4	246	Opportunities for parents to help children in math.
5	How to Talk So Children Will Listen, Guidance & Help for parents	6	64	Help for parents to assist their children.
6	Bingo for Books, Literacy for families	1	200	Building reading and literacy skills
7	Motor Cycle Riders for Literacy, ride through communities to promote reading.	2	161	Building reading and literacy skills.
8	Understanding Standards and Testing, FCAT night	1	14	Parents are given an opportunity to understand the importance of testing and how the testing relates to the standards.
9	Cyber safety and Cyber bullying for parents	2	45	Help parents understand the use of necessary precautions for their student when using the internet.
10	.Annual Parent Advisory Meeting at schools	7	89	Students make greater academic gains when parents participate.
11	Dr. Seuss Literacy Night	2	530	Parents who understand academic standards encourage greater achievement in students.
12	Daddy Daughter dance	1	75	Encouragement for Dads to support the school and the child's education has proven to raise achievement in all areas.
13	Parent Writing Workshop - Literacy	1	11	Building reading and literacy skills
14	Science Fair	2	141	Building science skills
15	Juniors Jump Start to Senior Success	1	30	Parents are given an opportunity to understand the graduation requirements and participation in students successful completion of high school
16	College Preparation Workshop	1	13	Helping parents to assist their children with college enrollment process
17	Holiday Book Giveaway	2	106	Building reading and literacy skills.

Staff Training Summary

Provide a summary of the professional development activities provided during the 2010-2011 school year 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	Correlation to Student Achievement
1	Mentor Program for new teachers includes parent communication and the value of parent involvement.	0	0	Promotes meaningful communication between parents and teachers that builds ties between home and school. Students of other cultures make greater gains when the teacher understands different cultures and the student feels respected.
2	Ruby Payne- Research Based Strategies. Understanding poverty key to working with students & parents.	1	25	Assists in raising achievement in all academic areas with a particular focus on how to work with minority students and understand the parent perspective of minority students.
3	LEA provide technical assistance to school staff for the implementation and coordination of parental involvement	112	7	Improve the ability of staff to work effectively with parents

Private School Summary

Provide a summary of the parental involvement activities provided during the 2010-2011 school year for private schools implementing a Title I, Part A program [Section 1120(a)(1)].

count	Content and Type of Activity	Number of Participants	Schools Participating	Correlation to Student Achievement
1	Parent Night for Reading Activities	8	1	Activities designed to raise achievement levels of low performing students in reading.

Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the 2010-2011 school year. Include the steps the LEA will take during the 2011-2012 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	Parent work hours.	Parent activities are held at various times throughout the school day and in the evening.
2	Economically disadvantaged parents lack stable transportation. Flagler County does not have a public transportation system.	.A Back to School Festival will be held to provide school supplies to needy students. A back to school celebration will be held in the Housing Authority Complex as collaboration between the the LEA and Housing Authority.
3	Parents understanding of what they can do to help their children learn.	A District-wide "Education Week" will be held to assist parents with understanding new state graduation requirements. Content area events will be held at the Title I schools to cover Math and Reading.
4	Parents want to be made aware as soon as their children begin to have problems.	A computer data base has been initiated for parents to consistently monitor their child's daily progress. The District website has an announcement of the new Family Access Portal and parents are being invited to sign-up at the school district office and in the schools.

5	Parents feel intimidated by the school--and teachers and other school staff who feel intimidated by parents.	A District-wide "Education Week" will be held to assist parents with understanding new state graduation requirements. The LEA is taking the presentation into the community. Multiple community sites will be used for the presentations by District staff . Open House and social events are planned early in the year. This gives the parents and teachers the opportunity to get acquainted before problems arise and lays the foundation for working together if problems develop later.
6	Language and cultural differences	The LEA will work to build and maintain a welcoming and responsive school atmosphere. Welcome signs in student native languages from TRANSACT will be placed in public areas of school. Parents will be regularly informed about student progress, school requirements, and school events through district website, school websites and progress reports. Teachers will use mail and phone calls during off-business hours to communicate with parents. The Title I Parent Specialist will provide parent advocacy to assist families with feeling "comfortable" being involved at their student's school.
7	Mobility due to homelessness	District Homeless Education Coordinator assists schools with establishing and maintaining contact with homeless student parents. Also, provides referral to resources that impact student achievement.
8	District-wide Cultural Sensitivity training for staff was not held due to District Administrative Leadership changes	Title I schools will be provided resources from PIRC for cultural sensitivity training.
9	Parental literacy level	Training regarding non-reading parents will be provided during cultural sensitivity training. LEA uses the telephone call system to send announcements to parents through telephone calls.

Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the 2010-2011 school year the LEA considers the most effective. This information may be shared with other LEAs as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
1	Increasing Parent Participation	Activities that included participation of the entire family had the greatest attendance, i.e. Bingo for Books, Dr. Seuss Literacy Night, and Fall Festival.
2	Building Capacity of Parents	Curriculum nights gave parents the opportunity to understand the expectations and goals for their children at each grade level.
3	Increasing Parent Participation	Title I Parent Specialist and School staff attended a neighborhood block party to meet parents and students. Students received age appropriate books. These were donations from other agencies. The neighborhood hosted a cook out with music.
4	Effective Communication	Title I Parent Specialist makes home visits to provide communication to parents who do not have working telephone and do not respond to written notices.