Title I

Parent Involvement Plan

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Wakulla District Schools

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<u>NOTE</u>: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

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<u>PART I.</u> <u>GENERAL EXPECTATIONS</u>

The Wakulla County School District agrees to implement the following statutory requirements:

- The school district 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 school district 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 include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. (See Appendix A for model school-parent compact.)

- The school district will incorporate this district 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 school district 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.

- 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 school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 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.

- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

  Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

  (A) that parents play an integral role in assisting their child's learning;

  (B) that parents are encouraged to be actively involved in their child's education at school;

  (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

  (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Wakulla County School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

   A. The Wakulla School District will establish a district level Parent Leadership Council. Each Title I school will identify at least two parents to serve on the District Parent Leadership Council (PLC).
   B. At least one PLC meeting will be scheduled during the school year. During the meeting, parents shall be given to review and provide input into on the development of the district wide parental involvement plan, including the following:
      - The overall nature of the Title I program
      - Their rights as parents and the obligations of the school district set forth in Title I, including the district policy concerning parent involvement
      - Procedures for disseminating written information about the Title I program (as prescribed by Federal Statue and State regulations)
      - Review of written copies of information about the program, including the Federal Statue and regulations, any applicable state or local laws or regulations, and current and prior program applications and evaluations as available.
      - Review of written communications and policies to ensure that information is in a parent friendly language and format (See Appendix B for list of required notifications.).

2. The Wakulla County School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

A. Parents of students at Title I schools will be invited to participate in state mandated school improvement advisory committees. As members of this committee, parents will participate in the review of data-driven decisions designed to promote school improvement.
B. Parents participating on the District-wide PLC will review and provide input into the development and continuous improvement of the district wide parent involvement plan.
C. Parents, district staff, and school personnel will jointly agree on methods for the district and school officials to consult with parents on all aspects of Title I planning, design and implementation, including all phases of:
   - needs assessment
   - determination of program goals and objectives
   - determination of educational strategies
   - implementation of projects
   - development of program applications
   - program evaluations

3. The Wakulla County School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

   A. School and district officials shall be prepared to offer upon request, such support and resources as needed for effective and full parent consultation and involving, including, but not limited to, an ongoing and effective program of training for parents. This will be developed in consultation with parents. It will include training concerning federal, state, and local legal requirements for the program, how the program actually operates, the rights and responsibilities of parents, and how parents can work effectively with each other, and with the school, in developing and providing parent consultation and involvement.

4. The Wakulla County School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Head Start, Families Building Better Readers, the McKinney Vento Homeless Education Program (Communities of Learning), the Exceptional Student Education Department, and the Adult Learning Center, by coordination and integration of parent involvement workshops and trainings.

5. The Wakulla County School District will take the following actions 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 its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (with the involvement of parents) its parental involvement policies.

   A. Parents will participate in the design of the evaluation tool. Schools will be responsible for disseminating and collecting the annual survey. The survey will be conducted during the second semester of each year.
   B. Completed survey results will be submitted to the Coordinator of Special Programs. The District wide PLC will review survey results and make recommendations for program changes in the following program year.

6. The Wakulla County School District will work to build the capacity of the schools and parents 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, through the following activities specifically described below:

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

- The District will reserve not less than 1% of the Title I allocation for parental involvement, and distribute not less than 95% to the schools serve.
- All parents at Title I schools will receive the *School Parent Connection: A Parent's Guide to Wakulla County Schools* which provides an explanation of the curriculum and assessments used at the school, and the proficiency levels students are to meet. The *School Parent Connection* also lists opportunities for parental involvement within the school district.
- Title I funds may be used for parent involvement activities, such as the following:
    - Providing parent-liaisons at the school to work with parents;
    - Paying teachers or consultants to provide workshops for parents;
    - Costs of parent involvement meetings;
    - Setting up parent resource centers at school or other locations;
    - Parent newsletters and other communications required by Title I.
    - 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 (See Appendix C for model notice of annual meetings.);

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in implementing and coordinating parent programs and building ties between parents and schools.

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

E. 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 and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Key documents and critical forms of communication will be reviewed by the district wide PLC.
- The Coordinator of Special Programs will collaborate with the ESOL department to assure that key documents and critical forms of communication will be translated into Spanish and other languages (as needed).

Parent Signatures Verifying Participation in the Development and Review of this policy:

Printed Name	Signature	Date

Appendix A: Wakulla District School SCHOOL-PARENT COMPACT

NOTE: ***Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.***

School Name:
School Mission:
HAND IN HAND WE CAN LEARN AND WORK TOGETHER TO BUILD A BETTER WORLD.

As a Teacher, I, _____, will

---------- believe that each student can learn;
---------- show respect for each child and his/her family;
---------- come to class prepared to teach;
---------- provide an environment conducive to learning;
---------- help each child grow to his/her fullest potential;
---------- provide meaningful and appropriate homework activities;
---------- enforce school and classroom rules fairly and consistently;
---------- maintain open lines of communication with student and his/her parents;
---------- seek ways to involve parents in the school program;
---------- demonstrate professional behavior and a positive attitude.

As a Student, I, _____, will

---------- always try to do my best in my work and in my behavior;
---------- work cooperatively with my classmates;
---------- show respect for myself, my school, and other people;
---------- obey the school and the bus rules;
---------- take pride in my school;
---------- come to school prepared with my homework and my supplies;
---------- believe that I can and will learn.

As a Parent/Guardian, I, _____, will

---------- see that my child attends school regularly and on time;
---------- provide a home environment that encourages my child to learn;
---------- insist that all homework assignments are completed;
---------- communicate regularly with my child's teacher;
---------- support the school in developing positive behaviors;
---------- talk with my child about his/her school activities every day;
---------- encourage my child to read at home and to limit and monitor his/her TV viewing;
---------- volunteer time at my child's school when possible;
---------- show respect and support for my child, the teacher, and the school.

Teacher_____ Date_____
WMIS FP534A
Rev. 06/00

Appendix B: Key Title I, Part A Parental Notice Requirements

***This table includes key Title I, Part A statutory and regulatory requirements for notice or information given or disseminated to parents of students participating in Title I, Part A programs. It is not intended to be an exhaustive list, and does not include consultation, collaboration, technical assistance, training, or other types of requirements. Except where otherwise indicated, the terms "LEAs" and "schools" refer to local educational agencies (LEAs) and schools with programs funded under Title I, Part A of the Elementary and Secondary Education Act (ESEA).**

Key Title I, Part A **Parental Notice Requirements***	When	By whom		
		SEAs	LEAs	Schools
Annual report cards (SEAs and LEAs disseminate to parents, schools, and the public, an annual report card with aggregate information, including student achievement (disaggregated by category), graduation rates, performance of LEAs, teacher qualifications, and other required information). *[Section 1111(h)(1) and (2), ESEA.]* Guidance, B-5 (SEA) and C-7 (LEA).	Annually	✓	✓ SPAR Report	✓
Individual student assessment reports (SEAs, in consultation with LEAs, provide to parents, teachers, and principals of students in all schools individual student interpretive, descriptive, and diagnostic reports, which allow specific academic needs to be understood and addressed, and include information on the student's achievement on academic assessments aligned with State academic achievement standards*). [Section 1111(b)(3)(C)(xii), ESEA.]*	As soon as practicable after results are received	✓		
Progress review (SEAs disseminate to parents, LEAs, teachers and other staff, students, and the community the results of the SEA's yearly progress review of each LEA (including progress in carrying out parental involvement responsibilities); LEAs disseminate to parents, teachers, principals, schools, and the community the results of the LEA's yearly progress review of each school). *[Section 1116(a)(1)(C), (c)(1)(B) and (c)(6), ESEA.]* Guidance, B-7 (SEA) and C-20 (LEA)	Annually	✓	✓ Press Release for Grades and AYP Results	
LEAs identified for improvement (SEAs				

Key Title I, Part A **Parental Notice Requirements***	When	By whom		
		SEAs	LEAs	Schools
notify parents of children enrolled in schools in the LEA that the LEA has been identified for improvement and other information). *[Section 1116(c)(1) and (6), ESEA.]* Guidance, B-8.	Promptly upon identification	✓		
LEAs identified for corrective action (SEAs disseminate to parents and public information on corrective actions taken by SEA*). [Section 1116(c)(10)(E), ESEA.]* Guidance, B-9.		✓		
Schools identified for school improvement, corrective action, or restructuring (LEAs provide to parents of each student an explanation of what the identification means, how the schools compare to others, reasons for the identification, the LEA's and school's response, how parents can become involved, any corrective action taken, the parental choice and supplemental services options as applicable, restructuring, and other information*). [Section 1116(b)(6), 7(E), and 8(C), ESEA, and 34 CFR 200.37(5).]* Guidance, C-21, C-22, and C-23.	Promptly following identification		✓ Templates for CHOICE (with Transport)	✓
Schools identified for corrective action – supplemental services notice (LEAs serving schools that fail to make adequate yearly progress (AYP) by the end of the first full school year after being identified for improvement provide notice to parents of the availability of supplemental services, the identity of the providers, a description of the services, and other information*). [Section 1116(e)(2), ESEA.]*	Promptly following identification and again after school begins		✓ Templates for SES provided	✓
Schools identified for restructuring (LEAs serving schools that fail to make AYP after 1 full school year of corrective action provide prompt notice to teachers and parents and provide opportunity to comment and participate in preparing a restructuring plan). *[Section 1116(b)(8)(C), ESEA.]* Guidance, C-27.	Promptly after school misses AYP following 1 full school year of being in corrective action		✓ Templates for Restructure	✓
Written parental involvement policies (LEAs notify parents of Title I, Part A children of district-level written parental involvement policy; schools notify parents and community of school's written parental	Determined by LEA		✓ (LEA policy)	✓ (school policy)

Key Title I, Part A **Parental Notice Requirements***	When	By whom		
		SEAs	LEAs	Schools
involvement policy). *[Section 1118(a)(2) and (b)(1), ESEA.]* Guidance, C-3 and C–4 (LEA), and D-1 (school).				
Written SEA complaint procedures (LEAs disseminate free of charge to parents of students, and to appropriate private school officials or representatives, adequate information about the SEA's written complaint procedures for resolving issues of violation(s) of a Federal statute or regulation that applies to Title I, Part A programs*). [34 CFR Section 200.11(d).]*	Determined by SEA		✓	
Parents' right to know – teacher and paraprofessional qualifications (LEAs inform parents of Title I, Part A students that parents may request, and the LEA then will provide, certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child*). [Section 1111(h)(6)(A), ESEA.]* Guidance, C-6.	Annually, at beginning of school year		✓ WCSD School Parent Connection	✓
Parents' right to know – student achievement (schools provide to each individual parent information on the level of achievement of the parent's child in each of the State academic assessments). *[Section 1111(h)(6)(B)(i), ESEA.]* Guidance, D-10. NOTE: This requirement may be covered by the SEA's individual student assessment report indicated above.	Determined by LEA.		✓ FCAT Results	✓
Parents' right to know - non-highly qualified teachers (schools provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more consecutive weeks by, a teacher who is not highly qualified*). [Section 1111(h)(6)(B)(ii), ESEA.]* Guidance, D-3.	Timely		✓ Template	✓
Title I, Part A meeting (schools invite parents to an informational meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved). *[Section 1118(c)(1) and (2), ESEA.]* Guidance, D-5.	Annual			✓
Title I, Part A information (schools provide				

Key Title I, Part A **Parental Notice Requirements***	When	By whom		
		SEAs	LEAs	Schools
to parents of participating children specific information about Title I, Part A programs, and opportunity to request regular meetings). *[Section 1118(c)(4), ESEA.]* Guidance, D-6.	Timely			✓
Limited English proficient students - general (LEAs implement effective outreach to inform parents of limited English proficient children of how those parents can be involved in their children's education and active participants in helping their children attain English proficiency, high achievement levels in core academic subjects, and meet State standards, including notice of opportunities for and holding regular meetings). *[Section 1112(g)(4), ESEA]* Guidance, C-9.	Regular (meetings)		✓	
Limited English proficient students - language instruction educational programs (LEAs inform parents of limited English proficient children identified for participation or participating in a Title I, Part A-funded language instruction educational program under Title III of the ESEA, of: reasons for the identification, level of English proficiency, methods of instruction, how the program will help the child, and other information; LEAs inform parents of a child with a disability how the language instruction educational program meets the objectives of the child's individualized educational program (IEP*)). [Section 1112(g)(1)(A) and (3), ESEA.]* Guidance, C-9 and C-10.	Annually, not later than 30 days after the beginning of school year for children ID'd before beginning of year; otherwise within first 2 weeks of child being placed in language instruction program.		✓	

Key Title I, Part A **Parental Notice Requirements***	When	By whom		
		SEAs	LEAs	Schools
Limited English proficient students - insufficient language instruction educational programs (eligible entity using Title I, Part A funds for a language instruction educational program under Title III of the ESEA provides separate notice to parents of a child identified for participation in, or participating in, the program to inform them that the program has not made progress on the annual measurable achievement objectives). *[Section 1112(g)(1)(B), ESEA.]*	Not later than 30 days after the failure occurs		✓ (or other eligible entity)	
Students with the most significant cognitive disabilities (a State that measures the achievement of students with the most significant cognitive disabilities based on alternate achievement standards must ensure that parents are informed that their child's achievement will be based on these alternate standards. The SEA must also ensure that parents are informed of the actual achievement levels of these students, particularly in the case of an LEA that exceeds the 1% cap on counting proficient scores for AYP). *[Section 1111(b)(3), ESEA, and 34 CFR Section 200.6(a)(2)(iii)(A)(2), 200.13(c)(4)(v)]*	Determined by SEA	✓		

Appendix C: Model Parent Notification of Annual Parent Meeting

PARENT MEETING

[*Insert date*]

Dear Parents:

[*Insert school name*] is proud to be a partner with parents in educating our community's children. As a parent, you're a vital part in helping your child succeed. We want to tell you about some of the programs we're offering children to give them the skills and knowledge they need. That's why we're inviting you to come to one of our Parent Meetings.

At the Parent Meeting, we'll tell you more about these programs, which include [*insert list, e.g.:*]

- Helping students develop reading and math skills;
- Increasing standards for teachers and teachers' aides;
- Making sure students take part in statewide tests;
- Keeping parents informed and involved about their children's progress;
- And many more topics about helping your child learn.

As a parent, you have a right to be involved. And we want you to be involved because parents play a key role in helping our programs work for students. We want to make it as easy as possible for all parents to take part. This meeting is also a chance for you to tell us what we can do to help you.

Meeting Times & Locations

To make it easier for parents to come to a meeting, we're hosting more than one. Each meeting will cover the same topics, so you need come to only one. They'll be at the following times and locations:

[*Insert dates, times, and locations.*]

[*Insert whether transportation and/or child care will be offered, e.g.:*] Child care will be provided. If you need transportation, buses will be available on the following schedule: [*insert details*].

I hope to see you at one of the meetings. If you have any questions, please call [*insert tel. #*].

Yours truly,
[*Insert name & title*]