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October 28, 2016

Ms. Kathy Severson
Desoto County School District
530 LaSolona Ave.
Arcadia, FL 34266


Dear Ms. Severson:

We are pleased to inform you that the Bureau of Federal Educational Programs has received Desoto County's 2016-17 LEA Parental Involvement Policy.

Please be reminded that the LEA Parent Involvement Policy/Plan must meet all of the requirements outlined in Section 1118 of the Elementary and Secondary Education Act. The LEA is also required to share the contents of the parental involvement policy with parents of children participating in the Title I program. The information must be provided in an understandable and uniform format, including alternative formats upon request.

If you have questions or need additional information, please contact Tony Graham via email at Tony.Graham@fldoe.org, or by telephone at 850-245-9893.

Sincerely,


Sonya G. Morris

SGM/tog

DESOTO Title I, Part A Parental Involvement Plan

I, Dr. Karyn E. Gary, 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



10/4/2016

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

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The Parent Involvement Mission Statement for the School District of DeSoto County is to create school/parent/community partnerships that strengthen students academically and support their growth as productive citizens.

Involvement of Parents

Gary Chartrand, *Chair*
John R. Padget, *Vice Chair*
Members
Ada G. Armas, M.D.
John A. Colon
Marva Johnson
Rebecca Fishman Lipsey
Andy Tuck



2016-2017 LEA Parental Involvement Adoption Page

LEA or District Name: School District of DeSoto County

This policy was adopted by the LEA on 10/04/2016 and will be in effect for the period of one year through 10/05/2017. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before 11/01/2016.

Larida Goldman *10/4/16*
(Signature of Title I Authorized Representative) (Date)

Provide evidence that the LEA PIP was developed with the input of parents and based on the evaluation of the previous year PIP.

-DeSoto PIP 2016-2017-

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 LEA parental involvement policy has been developed in consultation with parents from all schools, parent involvement specialist, and principals. The parent specialist invites parents to become DPAC members at Parent Involvement meetings at the school level as well as at the SAC meetings. Parents who express an interest in joining the group are then invited to the DPAC meetings. Emphasis is placed on meeting ethnic and race representation at each school. Parent input will be documented with written minutes of meetings detailing parent comments and suggestions. An interpreter will be provided at each meeting.

An overview of a Parent Involvement Plan is discussed at meetings, and parents provide information felt to be important in the development of the Parent Involvement Plan. The plan is developed during the first meeting with parent input placed in the plan. The District Parent Advisory Council will meet a minimum of two times during the year to develop and review the District Parent Involvement Plan, the Title I Plan and District Improvement Plans.

Funds reserved for parent involvement will include the required 1% set aside and additional monies needed to fund district level parental involvement specialist who makes direct contact with parents and serves as liaison between school and DPAC and school and district. Additional funds will be designated for each school to provide supplies, materials, and other resources at each school to support the plans there. Funds were discussed in our first PIP meeting.

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 parental involvement specialist will work with school staff and administrators to plan for parental activities. These activities will be implemented by the parent involvement specialist. District Instructional Services, Student Services and Title I Director will work with school administration, teachers, committees, and School Advisory Councils to ensure that parent needs are being met and communication is provided in understandable and accessible formats. Parents will have opportunity to request support and services they may need.

The parent involvement specialist will participate in parental involvement trainings and

provide that information to school level staff through workshops, on the district website employee portal, and the Newsblasts, an online informational newsletter. The district parent involvement specialist will support the implementation of individual school's parental involvement program through individual school calendars, sign in sheets, and evaluation forms.

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 of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

| count | Program | Coordination |
|-------|--|---|
| 1 | VPK | District Staff serves as liaison to District Parent Advisory Council. It will be the Parent Involvement Specialist's responsibility to provide parent workshops for this program. Joint parent/teacher meetings will also be held to discuss transition to KG and skills necessary for a successful transition. |
| 2 | Title I, Part C | PI Specialist coordinates activities between Part A and C, targeting specific needs of identified parent groups |
| 3 | Title III | PI Specialist ensures that translators are provided for PI activities and provide targeted parent involvement |
| 4 | Individuals with Disabilities Education Act (IDEA) | Supplemental instruction support will be provided by Title One and will be discussed with parents during the development of the student's IEP |
| 5 | Title I and Title VI | Coordinated PD for teachers centers around the specific needs of our low socio-economic students, and parent expectations and student achievement |
| 6 | School Improvement Initiative | Title I and School Improvement Initiative programs are coordinated to provide PD for teachers related to strategies and interventions for struggling students. This will support parental involvement since parents will be provided with information about their role in the strategies and interventions for struggling students. |

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: The DeSoto County School District, along with the DPAC, will meet a minimum of two times per year to review, revise, and update the LEA plan and the school level plans (PIP). Meetings will be documented through meeting minutes. The DPAC will work with the parent involvement specialist to resolve and improve any problems or issues that arise throughout the year. In addition, parent surveys will be conducted and reviewed by the parent involvement specialist, as well as the DPAC. Student achievement data, including progress monitoring, I-Ready, and state assessment results, will be analyzed and specific academic skills will be targeted for parent involvement workshops. When testing data is available, the DPAC will begin to review the existing PIP, analyze participation data, and revise PIP. In addition, workshops will be held to instruct parents on effective ways to improve skills needed for academic growth. In March, the DPAC will evaluate and review end of the year data, identify common areas of concern, and barriers for the effectiveness of greater participation in parental engagement activities. All this information will be used to revise the PIP and all parental engagement activities.

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 | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|---|---|---|-----------------|--|
| 1 | Assessments discussed during individual conferences | Classroom Teachers | Teachers will conduct individual conferences to discuss each child's expectations and goals for the school year. Parents will gain knowledge of their child's strengths and weaknesses to better enable parents to help their child at home. Parents will also learn how to monitor their child's progress. | Throughout year | Sign-in sheets, agendas |
| 2 | Anti-Bullying | PI Specialist Administrator/Classroom Teachers | Since bullying has serious negative effects on children's health (Farrington & Ttofi, 2009) and can lead to poor academic achievement (Rosiak, 2003), parents who are knowledgeable about identifying and taking appropriate steps regarding bullying, can help children achieve success in school. Farrington, D.P. & Ttofi, M.M. (2009). School-based programs to reduce bullying and victimization. Systematic review for The Campbell Collaboration Crime and Justice Group. Available from: https://www.ncjir | October | Sign-in sheets, agenda |
| 3 | Pre-K/Kg Transition Workshop | PI Specialist/Classroom Teachers | Strategies to help child be successful in Kindergarten and to meet the academic content and achievement standards. | May | Sign-in Sheets, copy of make and take activities |
| 4 | Drug/Alcohol Free Workshop | Classroom Teachers | Drug/alcohol abuse in children can contribute to poor academic performance and a higher risk of dropping out of school (National Institute on Drug Abuse, 2007). Thus, parents with current information concerning drug abuse will be better able to assist in their child's academic achievement National Institute on Drug Abuse. (2010). Drugs, Brains, and Behavior: The Science of Addiction. Available from: http://www.drugabuse.gov/publications/science-addiction Rosiak, J2003). Bullying Today | October | Parent conference Logs |

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 | District Parental Engagement | PI Specialist | Administrators will learn techniques to increase greater parental/family engagement. They will then share this | throughout school year | Sign-in sheets, agendas, presentation |

| | | | | | |
|---|---------------------------------------|----------------|--|------------------------|---|
| | Committee | | information with their teachers and staff. When parents and teachers have positive relationships and parents are involved in their children's education, academic performance and classroom behavior will impact academic performance and classroom behavior. | | materials |
| 2 | New Teacher Orientation | Administration | Teachers will learn techniques to encourage greater parent involvement. When parents and teachers have positive relationships and parents are involved in their children's education, academic performance and classroom behavior improve (Chen, 2008). Chen, G. (2008). Parental involvement is key to student success. Retrieved from www.publicschoolreview.com/articles/12 | throughout school year | Sign-in sheets, agendas, presentation materials |
| 3 | Building Ties Between Home and School | PI Specialist | Administrators, teachers, and staff will learn techniques to increase greater parental involvement which, in turn, will impact academic performance and classroom behavior. | throughout school year | Emails, district website, district Facebook |

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: All planned parental involvement activities include an interpreter for our parents. When teachers hold parent conferences, every effort is made to provide an interpreter. Every school office includes a bilingual staff member to provide a friendly contact with non-English speaking parents. Messages sent by phone are provided in the language a parent can understand to the extent practical. This will be monitored by an end-of-the-year parent involvement survey. School Messenger, an automated phone system, and report cards are provided in an appropriate language based on information from the Home Language Survey. In addition, the district has a contract with an outside translation service for all written communications. Every effort will be made to provide information in a format and language that is accessible to all parents. As the need is identified, sign language or oral interpretation will be provided. Parent meetings are held in locations accessible by wheelchairs. Also, information from parent meetings is made available to parents unable to attend meetings because of a disability or because of their job. Parents with disabilities will be assisted during meetings to ensure parents have every opportunity to participate.

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 | Anticipated Impact on 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)]; | Child care may be provided if requested during parent training sessions | PI Specialist | Allows parents to focus on sessions specifically related to academic standards. | Throughout the year |
| 2 | Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; | Meetings at various times | Principals | Allows parents greater flexibility in receiving the information to assist their children | Throughout the year |
| 3 | Establishing a LEA-wide parent advisory | DPAC | District PI specialist | When parents are directly involved in their children's education academic performance and classroom behavior improve (Chen, 2008). Chen, G. (2008). | At least twice during the year (Sept/March) |

| | | | | | |
|--|---|--|--|---|--|
| | council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and | | | Parental involvement is key to student success. Retrieved from www.publicschoolreview.com/articles/12 | |
|--|---|--|--|---|--|

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

Uploaded Document

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 | Science Parent Night (MOSI) | 1 | 58 | Parents engaged in hands on activities with their students. Individual stations were set up to engage students and parent in scientific experiments. When parents are involved in their child's education, there is an impact on student achievement. |
| 2 | Literacy Activities | 4 | 70 | Parents learn literacy techniques that transfer to the classroom to improve achievement. |
| 3 | Migrant Parent Involvement Meeting | 2 | 52 | Parents learn about services and support available to help their child academically. |
| 4 | Kindergarten Roundup | 1 | 500 | Parents learn skills needed to help their child academically. |
| 5 | Leader in Me Parent Nights | 2 | 103 | Parents were given information to help them be more effective in their child's academic life. |
| 6 | Assessments discussed during individual conferences | 1800 | 1800 | Teachers will conduct individual conferences to discuss each child's expectations and goals for the school year. Parents will gain knowledge of their child's strengths and weaknesses to better enable parents to help their child at home. Parents will also learn how to monitor their child's progress |
| 7 | Pre-K/Kg Parent Transition Workshop | 1 | 60 | Parent learned skills needed to help their child transition to successfully into Kg. |
| 8 | Parenting Teens Series | 4 | 80 | Parents received information specifically targeted to parents of teenagers about drugs, behavior, family conflict and risk avoidance issues. As parents become more informed about these issues, they will better be able to direct and guide their teenager in their academic lives as well as all other aspects. |
| 9 | Pre-K Skill Building | 1 | 10 | Parents engaged in activities that helped build their child's skills in preparation for Kg. |
| 10 | Drug Free Workshop | 1 | 20 | Parents engaged in activities with students to educate them on the signs and long term effects of drugs on student's behavior and educational life. |

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 | New Teacher Orientation | 2 | 88 | Teachers and staff will learn techniques to encourage greater parental involvement. When |

| | | | | |
|---|--|---|-----|---|
| | | | | parents and teachers have positive relationships and parents are involved in their children's education, academic performance and classroom behavior improve. |
| 2 | Overview of the Homeless Education Program | 5 | 350 | Teachers and staff will learn techniques to encourage greater parental involvement. When parents and teachers have positive relationships and parents are involved in their children's education, academic performance and classroom behavior improve |
| 3 | Building Ties Between Home to School | 4 | 500 | Teachers and staff will receive information and learn techniques to encourage greater parental involvement and family engagement. Parental involvement is key to student success. |
| 4 | District Parental Engagement Taskforce | 3 | 18 | PD conducted by Parental Involvement Specialist with Administrators from each school. Administrators present information to their staff. |

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 | Transportation (Migrant Families) | Vans can be used to pick up families to attend meetings |
| 2 | Language Barrier | Interpreters and translators are used to ensure that parents receive information in their own language whenever practicable |
| 3 | Meeting Times | Meetings are held at various times and days from morning and afternoon meetings/workshops to after school and evening hours |

Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the previous school year that 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 |
|-------|-----------------|-----------------------------|
|-------|-----------------|-----------------------------|

Meeting Minutes
District Parent Advisory Council
September 7, 2016
10:00 – 12 noon
Family Service Center

Introduction:

- Mrs. Goldman, District Parent Involvement Specialist, welcomed the parents and introduced Bea Menendez and Angelica Castro, interpreters. Mrs. Goldman explained the purpose of the meeting was to gain parents' feedback on last year's parent involvement activities and input from parents for this year's plan.
- The parents participated in a short icebreaker in order to get to know one another better. Davida asked them to introduce themselves to one another and share with each other why they chose their child's name.

2015-2016 Parent Involvement Plan Review with Comments for 2016-2017 Plan:

Davida asked the participants to evaluate last year's activities and whether they were valuable enough to carry forward to this year. She also mentioned that 1% of Title 1 funding was designated to Parental Involvement/Family Engagement and 95% of that 1% was allocated to the individual schools. Parents are to have input as to how these PI/FE funds are to be utilized.

- Parent Teacher conferences to discuss assessments and student's progress - All parents present had participated in this and felt it was helpful. In addition, Mrs. Goldman mentioned that Parent-Teacher-Student Compact needs to be discussed in a face to face meeting at elementary level. One parent mentioned that she had not seen the compact yet and the administrator from her school who was present mentioned that parents would be contacted by teachers shortly to set up a meeting time. A parent also said that in her child's school meetings were student led and she liked that very much.
- Anti-Bullying ("Dealing with Bullying Workshop") - A parent commented that her middle school child had gone to the last workshop with her and he enjoyed it very much. An administrator mentioned that in her elementary school there was a bully box. Mrs. Goldman mentioned the district bullying hotline and possibility of purchasing bracelets with hotline number being distributed to students. Funds would come from donations. Parents would like this workshop to continue.

- Pre-K Transition Meeting – Parents felt this was very valuable and wanted to know if Mrs. Goldman went to the private pre-K centers. Mrs. Goldman explained that the Title 1 funds for the school district were only for Kdg – 12, but that she did participate in the New Horizons’ transition meeting for parents of four year olds at the end of the year. As a presenter at this workshop, she also gives out packets of information which help prepare the students and their parents/families for kindergarten.
- Drug Free Workshop – Davida explained that previous data showed alcohol use in Desoto County was a bigger problem among youth than drug use. Parents suggested having two workshops at same time, one about drugs, one on alcohol use. They were especially interested in finding out about the long term effects of alcohol on the brain. Parents like the DARE program and suggested the DARE field trip information be shared at an assembly. The student would tell his parent(s) what happened in assembly, write about it and bring it to school as a report. Mrs. Goldman will investigate if the DARE program can be reinstituted again.
- Participants thought training on Parent Portal/Skyward would be helpful. Mrs. Goldman noted that parents/staff would be training parents on the Parent Portal at the schools’ Parent Resource Centers. A parent noted she didn’t like Skyward because it just tells the skill but doesn’t tell you where student should be. An administrator explained if it still says “developing,” it should say “master” by the end.

Barriers to Parental Involvement:

- A parent mentioned she had attended a meeting, but there had been no interpreter. Mrs. Goldman mentioned that all district parental involvement activities have an interpreter. Each of the schools also has personnel available to interpret whenever practicable.
- A parent stated that maybe parents don’t know about certain events and suggested for SAC meetings, Boosters, etc. stickers be utilized. Mrs. Goldman said that most Title 1 parental involvement activities were advertised via Skylert messages (in English and Spanish), emails, fliers (English and Spanish), ads in the Peace River Shopper and The Arcadian. Events are also listed on district/school websites, FB, and Parent Resource Centers.

Miscellaneous Comments:

- Parent – Students feel afraid to raise hand to say they didn’t understand. Another parent mentioned that Leader in Me teaches student advocacy and helps children gain self-confidence.

- Parent – Heard that the DMS ESOL program had been taken away. Mrs. Goldman and Mrs. Menendez (DMS) clarified that this was not the case. There is now an itinerant ESOL teacher who spends part of his time at DHS and part at DMS. All ESOL students at DMS are receiving services.
- Parents would like homework help, standards and especially math training. They stated they could not help their children at home with math because they couldn't understand it. They mentioned it would even help if something could be sent home by teacher to give some instruction or guidance.
- Administrator – The district needs to have a full time interpreter available.