

HIGHLANDS ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Diane Fannin, 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 school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].


Signature of Principal or Designee

10/7/14
Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Indian River Academy's vision is that parents, teachers and community members will come together to work as a team in order to make sure our students achieve success. It is important that we build on parent efficacy! We will start by inviting parents and community members to our school and talk about our vision and goals, and ways we can work together to better support our students. We will have monthly parent workshops, where we keep parents current on what their child is learning in school and teach parents how to work with their child at home. We will find out all the help that is available for our families so the school can inform parents what our community has to offer (food, shelter, clothing, supplies, etc.) Our goal is to offer a parent fair, where

community members and organizations come to Indian River Academy and offer a variety of services to the families. Our goal is to have parents involved in their child's education, know how much fun learning can be, and that working as a team will help our students achieve success.

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Indian River Academy will involve parents in an organized, on-going, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used through:

- Title I Annual Meetings
- SAC Team
- School survey
- PIT Crew - Parent Involvement Team
- Grade level Parent Information Nights
- Creating Beautiful Spaces

Indian River Academy, as a school wide Title I program receives ongoing support and technical assistance(beginning in August) designed to assist them in the development of effective parent involvement activities. Regular technical assistance meetings are provided to the principal and leadership team to review student achievement data and to assist school-based staff develop and implement all components of the required plans. These include but are not limited to: State and regional parent involvement forums/conferences/TA meetings.

Coordination and technical assistance is provided via a variety of ways including on-site training, phone calls, emails, site visits, and staff development for staff.

Title I Program staff provide training and present parent involvement information at faculty meetings.

The district Title I Office provides technical assistance and support to Indian River regarding the development of their school-level PIP. The district Title I coordinator, project specialist, Title I resource teacher and parent involvement specialist meet with the Title I leadership team to review the PIP to ensure that all requirements of Section 1118 [34 CFR 200.30(e)] are met. A Title I district staff person participates at Citrus school-level SAC committee meetings and facilitates the presentation of the PIP to the SAC members. The SAC meetings occur 5 times throughout the school year.

Title I staff review the agendas of school-level parent involvement meetings and activities to assist schools by ensuring that the activities are effective and designed to promote student achievement. Bilingual Title I staff facilitate parent involvement trainings and meetings to ensure that parents whose heritage language is not English, may participate

fully in meaningful opportunities to become more involved in the education of their child.

Specific actions the LEA will take to provide coordination, technical assistance, and other support to assist Indian River as a Title I, Part A school in planning and implementing effective parental involvement activities to improve student academic achievement and school performance is detailed below:

Technical assistance meetings are provided at Indian River throughout the school year for all Title I Administration and School Leadership Teams (SLT) to support schools in their review of current FCAT/Florida Standards Assessment data and the development, implementation, and review of their Title I Parent Involvement Plan and SIP.

The LEA provides technical assistance and collaboration with school leadership team representatives (via meetings, e-mails, and phone calls) to ensure NCLB parent involvement requirements for district and schools are met for the School Improvement Plan, Parent Involvement Plan, and School Parent Compacts.

The District Title I Team, in consultation and coordination with the school based leadership teams and the Professional Development Department, recommend district training and professional development for principals and associated staff on interpretation and implementation of current legislation. Additionally, the Title I team provide opportunities for guest speakers and family involvement presentations upon request.

District staff provides the "School Family Partnership" training for school staff members to enhance their abilities to engage families in the education of their child.

Indian River Title I Parent Involvement Plan ensures that activities provide meaningful opportunities for parents to gain the needed skills and/or knowledge to become more involved in their child's education.

The District Title I staff regularly participate in regional East Coast Technical Assistance Center (ECTAC) family involvement team meetings and through this process is kept abreast of the most current research based findings and programs for family

involvement. The leadership meetings serve as the main forum for sharing and disseminating ECTAC and FLDOE information; however, the District Title I staff share information through informal means as well and are available (to schools) for consultation and assistance as requested.

Parents, parent involvement school representatives, principals, and teachers are invited to attend Regional, District, and State sponsored training sessions, workshops, and conferences designed to support parent involvement and strengthen student academic achievement.

The LEA shares information with Indian River Academy regarding all available parent involvement/family engagement workshops and trainings as the information becomes available.

The school must submit to the Title I office each semester a Parent Involvement Activity Plan/Calendar. The Parent Involvement Plan serves as a school /parent activities tracking form. Additionally, the LEA requires sample copies of flyers, agendas, and sign-in sheets for all parent involvement activities (e.g., Orientation, Open House, ProKids, ELA, Math and STEM Nights).

The Title I leadership team solicits recommendations, ideas and suggestions on parent involvement activities from parents and school staff throughout the school year.

The LEA and school site funds opportunities for guest speakers to provide parent involvement workshops and trainings and to purchase researched based books and materials on parent Involvement for Title I Schools to support parent assistance with the curriculum (ie. math manipulatives, books and bi-lingual materials).

The District Title I staff provides technical assistance in the effective use of the Parent Resource Room at Indian River.

The Title I Social Worker facilitates the access of community resources needed to support the engagement of families. With collaboration from a variety of local agencies services include but are not limited to providing and assisting with counseling, crisis intervention, uniforms, clothing, shoes, food, transportation, housing assistance, and shelter.

The Title I Social Worker facilitates access to community resources for parents as needed.

The SDIRC Superintendent's Coffee Series provides parents an opportunity to speak with the Superintendent in a relaxed setting. This provides an opportunity for parents and the community to share input on school improvement, required plans and methods that will engage families and the community to improve academic achievement and overall school/district performance.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Title II	Title II provides schools with supplemental funding to support the professional development needs of staff related to parent involvement through the "School Families Partnership" training.. Funds are used to support attendance at state and regional conferences and pay for consultants related to parental involvement.
2	Title III	Title III funds are used to support parent involvement activities for parents of English language learners. Title I staff work closely with Title III staff to collaborate activities whenever possible.
3	Title I part C	Migrant staff will conduct home visits. Migrant staff also assist and facilitate parent involvement meetings since many of the migrant students attend Title I schools.

4	Title X	Homeless program staff work closely with the Title I Office to coordinate services for homeless students. Activities may include: coordinated meetings with parents, meetings with Title I and Homeless Education Program staff to discuss the barriers to success of homeless students.
5	VPK	Title I Part A supplements the funding of the district's VPK program at the highest ranked poverty school in the district. The Title I and VPK office work together to coordinate appropriate early childhood programs and transition programs for pre-K students who will enter kindergarten. Activities include Kindergarten roundup meetings, parent meetings, and literacy nights. Title I teachers coordinate with VPK teachers to discuss specific learning needs and referrals. In addition, the Title I Program supports a summer learning opportunity for students who completed VPK and will enter Kindergarten at a Title I school in the Fall. This summer program helps to reduce the potential of "summer slide" for the VPK completers.
6	Title I Adult Education	Adults and school age children attend evening sessions receiving Rosetta Stone and homework assistance
7	The Learning Alliance	The Learning Alliance (TLA) support the District's Moonshot Moment goal to have 90% of all children reading on grade level by the end of third grade in 2018! The Learning Alliance initiated a "Moonshot Moment Book Drop Off" Program to supply students who attend a Title I school appropriate books to support parents and students at home. In addition, the Learning Alliance provided funding for vision screening and eyeglasses, if needed, to students during the Title I Summer Program. This ensured students needing eyeglasses were prepared for the start of the new school year. The Learning Alliance also hosted a Moonshot Milestone Mission Kickoff where parents and grandparents were encouraged to visit the Vero Beach Museum of Art on September 27th to see the Walter Wick exhibit and to get a first-hand demonstration on how to use ART to develop a child's reading milestones. The Learning Alliance assists parents in preparing their children to be "Ready for Kindergarten".
8	Education Foundation	The Education Foundation of Indian River County's mission is to enrich and enhance educational opportunities. Through the generosity of community partners such as Impact 100, Bank of America, The Community Foundation, The John's Community Service League, The John's Island Foundation, Motorola, AT&T, Toyota of Vero Beach, School District Education Foundation Matching Grant Program (from the Florida Legislature), Indian River Lawyers Auxiliary and a Business Partnership with Piper Aircraft, they have been able to help the Indian River School District achieve BIG Dreams. Some projects include: "Achieving Our Green Dreams - Planting the Seeds for the Future" Working with Vero Beach Elementary School to provide self-sustaining education for their students with a Nutrition Kitchen and Community Garden and a "Model Classroom at Dodgertown Elementary School" Creating the first model 4 year old pre-kindergarten classroom (VPK) for the school district; Sneaker Exchange; School Supplies.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Enlist parents for Parent Involvement Team at Orientation	Jennifer Sowa and Jennifer Bayron	August 2014	list of parent names
2	Enlist parents for Parent Involvement Team at SAC meeting	Bridgette Lyons	September 2014	list of parent names
3	Plan meeting with Title I Leadership Team and SAC	Shelly Miedona/ Michelle Isaacson	September 2014	agenda/ sign in sheet

4	Send information flyers home	Lynette Walker	September 2014	flyer
5	Info home on Connect Five	Diane Fannin	September 2014	Connect Five printout

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: Indian River Academy will offer parent meetings at different times during the day and evening. Our goal is to host a number of meetings at different times in order to meet the needs of our families.

SAC meetings are in the Evening @ 6:00. PIT meetings are in the evening. Parent training and information meetings are at 6:00. Parent conferences are offered anytime between 7:30 a.m. and 8:00 p.m. during conference weeks in November and February. Teachers are also available before and after school with an appointment.

Food and child care may be offered for Parent Training and Information Nights.

Parents are invited to come for special activities during the school day.

During the school year, there are Parent Involvement Activities on weekends.

Title I program staff work with parents and teachers to coordinate and provide the flexibility in the scheduling of conferences (child care, home visits, etc.).

Building Capacity

Describe how the school will implement activities that will build the 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 [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	District Title I Annual Meetings	Alice Blanco, Karen Malits, Shelly Miedona, Krista Sadlers, Julie Green, School Administrators	Involve parents in planning	October	Open communication with parents
2	School based Title I Annual Meetings	Shelly Miedona, Karen Malits	involve parents in planning; discussion of barriers	October	Input from parents
3	Orientation/ Moonshot Moment Nights	Diane Fannin	Provide information about schedules/ teachers provide	August	Parents more comfortable in school

			parents with expectations		
4	SAC meetings/ PIT meetings	Diane Fannin, Michelle Isaacson	Information to parents; input from parents	September, October, November, January, February, March, April and May	Administration and parents working together
5	Parent Teacher Conferences	All staff	Provide information on child's current level and develop a plan to reach their goals	November, February, April	Academic improvement of students
6	Parent Involvement Activities Calendar	Dianne Fannin, Liz Gioffree, Shelly Miedona	Involve parents in attending events to help them support the child	September, February	Increase numbers of parents attending events
7	Award Ceremonies	Diane Fannin	Encourage and acknowledge achievement success	November, February, April, May	Improved academic success
8	Family Celebrations	Diane Fannin / PTA	Parents involved in school activities	October, May	More parents involved in school
9	FAS Night- how and when the students will be assessed; how parents can help prepare the child	Resource and classroom teachers	Provide information on standards and how to help your child	December	Academic improvement of students
10	Family Literacy Nights- Teachers demonstrate specific skills and strategies pertaining to literacy. Parents and students work together with take home activities provided to support student achievement.	Resource and classroom teachers	Provide information on expectations and how parents can help the child	September, October	Academic improvement of students
11	Math, Science and Writing Nights- Teachers demonstrate specific skills and strategies pertaining to Math, Science or Writing. Parents and students work with take home activities provided to support student achievement	Resource and classroom teachers	Provide information on expectations and how parents can help the child	October	Academic improvement of students
12	National Honor Society	Lynette Walker	Encourage and acknowledge character building and success	quarterly	Improved academic success
13	Student of the Month	Pilar Greto	Encourage and acknowledge good citizenship	monthly	Improved behavior
14	Conscience Discipline	All Staff	Connecting school strategies for creating student efficacy moving from	Throughout the Year	Improved academic and behavior success

			punitive to teachable moments.		
15	Beautiful Spaces	Bridgette Lyons	Utilizing social skills and building pride in self and the school.	Throughout the Year	Improved academic and behavior success
16	Spot Lighting Parent Involvement on the School Website	Bridgette Lyons	Parents have a stronger connection with school and student success.	Monthly	Improved academic and behavior success
17	Community Involvement	Diane Fannin	Providing resources to support teachers through professional development, tutoring for students, and other various ways to meet the needs of the students.	Throughout the Year	Improved academic and behavior success
18	ELL Family Night question and answer format	Jenna Lanam, Karen Malits	Provide specific information for our ELL families	November or February	Academic improvement of students
19	Culminating Summer Enrichment Program Activity	Karen Malits, Shelly Miedona, School Administration, Math and Science Camp Teachers	Students will demonstrate what they have learned during Enrichment Program	June	Improved academic success

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	School Family Partnership	Erica Bodie, Beth Hofer	Teaching teachers how to work with parents in positive relationships	December 2014	Increased parent involvement
2	Consultation with teachers	Arleen Alter	Training to provide strategies for working with parents	Throughout the school year	Increased parent participation

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Family Resource Room

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the school wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: Indian River Academy will provide parents with timely information by:

- * back pack letters
- * Connect Five in English and Spanish
- * personal calls home
- * emails home
- * informational flyer
- * weekly newspaper article on school reports
- * school website and calendar
- * district website
- * Orientation Night
- * Back to School Night
- * Title I meetings
- * SAC meetings
- * Parent Involvement Team
- * conferences with the teacher
- * conferences with the principal
- * Grade Level Monthly Newsletters
- * K/1 Literacy Night
- * 2/3 Family Night
- * 4/5 Family Night
- * Parent Resource Station on Campus
- * School marquee

Describe how the school 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 school 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 PI Plan is discussed and distributed during SAC meetings to all parents of Indian River Academy students. Parents of students who were unable to participate in the SAC meeting receive a PI Plan via backpack upon request. Parents requesting the Plan in Spanish will receive that support. The Parent Involvement Plans are distributed and made available via hard copy and on the district and school's website.

All pertinent written communication is provided for parents in English and Spanish and in other languages, when feasible. English and Spanish are the primary languages spoken in the homes of SDIRC students. Whenever feasible, the district will provide translations in other languages either by volunteers, district employees, or outside companies. All Title I schools have bilingual staff who serve as interpreters to ensure that all parents are fully able to participate in parent meetings and activities. The district's Title I Parent Specialist, Title I Social Workers, and Project Specialist are also bilingual and facilitate communication between the home and the school.

The Title I Office works closely with the district's ESOL program and the Migrant Education Program to ensure that specific language barriers are addressed. They also collaborate in the implementation of parent involvement activities and meetings for both the ESOL and Migrant Programs. Both the Title I Coordinator and the District Project Specialist also support the Migrant (MEP), ESOL, and Homeless programs.

All Title I schools have bilingual staff who serve as interpreters to ensure that all parents are fully able to participate in parent meetings and activities.

The district also works collaboratively with the Exceptional Student

Education department to ensure that parents may fully benefit from the parent involvement activities.

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:
X Not Applicable

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.
[Uploaded Document](#)

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

[Uploaded Document](#)

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

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

[Uploaded Document](#)

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	District Annual Title I meeting	1	12	Open Communication with Parents
2	School Based Annual Title I Meeting	1	28	Input from parents and teach parents about Title I
3	SAC/PIT Meetings	4	77	Parents and Administration working together
4	Award Ceremonies	1	19	Celebration of Student Success
5	FCAT Night - how and when the students will be assessed; how parents can help prepare the child	1	75	Academic Improvement of students
6	Family Literacy Nights	1	80	Academic Improvement of Students
7	Student of the Month	1	19	Celebration of Student Success

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year 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	School Family Partnerships	1	33	Teachers working meaningfully with parents

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the current school year to overcome the barriers (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) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Time and location of meetings	Schedule meetings at flexible times (before, during, after school)
2	Parents who work multiple jobs	schedule meetings at flexible times (before, during and after school)
3	Parents speak a heritage language other than English	Provide interpreters to facilitate meetings. Train staff to ensure understanding of other cultures.

4	Parents not comfortable in school setting	Train staff to ensure parents feel welcome in their child's school
5	Mistrust between school and parents	Conscience Discipline and parent/administration conferences on problem solving

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
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INDIAN RIVER ACADEMY

SCHOOL - PARENT COMPACT AGREEMENT

2014-2015

The staff at our Title I school constantly strives to provide a safe, pleasant learning environment for every student. We request that you sign the following Compact Agreement to show your commitment to support your child's education.

- **INDIAN RIVER ACADEMY** will:
- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:** implement core curriculum, enrichment, and intervention programs that are research proven to be delivered by highly qualified, effective teachers.
- **Hold parent-teacher conferences with bilingual staff during which this compact will be discussed as it relates to the individual child's achievement.** Two conferences will be held: November and February.
- **Provide parents with frequent reports on their children's progress.** Teacher will provide reports as follows: progress reports at mid grading periods four times a year, report cards four times a year, and more extensive and frequent reports for designated students.
- **Provide parents reasonable access to staff with bilingual support.** The staff will be available for consultation with parents as follows: Teachers, resource teachers, and administrators are available to meet with parents during regular scheduled conferences and additional conferences during the school day as requested by parents.
- **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:** school activities calendar is distributed by semester, volunteer sign up list is offered during orientation, and observations may be scheduled through the teacher or administrator throughout the school year.

STUDENT'S TEACHER NAME: _____ November _____ February _____

Additional Meeting(s) with families: _____

Teacher Signature: _____ **Grade** _____

- **PARENTS** will support our children's learning in the following ways:
- *Participating, as appropriate, in decisions relating to my children's education*
- *Working at home with my child including reading at home*
- *Encouraging good study habits; providing a suitable place for completing homework assignments*
- *Attending parent/teacher conferences to help keep aware of my child's progress*
- *Attending workshops/trainings to assist me in being better able to support my child*
- *Serving, to the extent possible, on policy advisory groups such as: serving on the SAC Team, the Title I Policy Advisory Committee, the District Wide Policy Advisory Council, the State Committee of Practitioners, or other school advisory groups*

PARENT/GUARDIAN NAME: _____ November _____ February _____

Additional Meeting(s) with families: _____

Parent signature: _____

• **STUDENT RESPONSIBILITIES:**

I will:

- *Set aside time for reading and completing homework assignments*
- *Return materials on time; give to my parent or responsible adult any notices from school every day*
- *Behave well and abide by all classroom rules; be prepared each day*
- *Respect my school, myself, and others; promote good citizenship by being a positive role model*
- *Respect my school, myself, and others; promote good citizenship by being a positive role model*

STUDENT'S NAME: _____ November _____ February _____

Additional Meeting(s) with families: _____

Student Signature: _____

INDIAN RIVER ACADEMY

ACUERDO ENTRE LA ESCUELA PADRES Y ESTUDIANTES

2014-2015

El personal en nuestra escuela de Título I se esfuerza constantemente para proporcionar un ambiente de aprendizaje placentero y seguro para todos los estudiantes. Le pedimos que firme el siguiente Acuerdo para mostrar su compromiso para apoyar la educación de su hijo (a)

1. INDIAN RIVER ACADEMY:

- Ofrecerá un programa de estudios e instrucción de alta calidad en un ambiente de apoyo y aprendizaje efectivo que motive a los estudiantes a cumplir con los estándares de aprendizaje del Estado como sigue: Implementar el núcleo del plan de estudios, de enriquecimiento y programas de intervención que son de efectividad comprobada y enseñados por maestros efectivos y altamente calificados.
- Tendrá conferencias de padres y maestros con personal bilingüe y en las cuales se discutirá este acuerdo por estar relacionado con el progreso individual del niño (a). Habrá dos conferencias: noviembre y febrero.
- Le proporcionará a los padres reportes frecuentes del progreso de sus hijos. El maestro (a) proporcionará los reportes de la siguiente manera: reportes de progreso a la mitad de los periodos de calificaciones cuatro veces al año, boletas de calificación cuatro veces al año y reportes más frecuentes y extensos para estudiantes designados.
- Le proporcionará a los padres acceso razonable a personal bilingüe de apoyo. El personal estará disponible para consultar con los padres de la siguiente manera: Los maestros, maestros de recursos y administradores estarán disponibles para reunirse con los padres durante conferencias programadas y conferencias adicionales como lo soliciten los padres durante el día de clases.
- Le dará oportunidad a los padres para que sean voluntarios y participen y observen actividades en el salón de clases del niño (a) de la siguiente manera: cada semestre se distribuirá el calendario de actividades, durante el día de orientación se ofrecerá la lista para firmar como voluntario y se podrán programar observaciones con los maestros o administradores en el transcurso del periodo escolar.

MAESTRO (A) DEL ESTUDIANTE: _____ noviembre _____ febrero _____

Junta(s) Adicional(es) con la Familias: _____

Firma del Maestro (a): _____ Grado _____

2. LOS PADRES apoyaremos el aprendizaje de nuestros hijos de la siguiente manera:

- Participando, como sea apropiado, en decisiones relacionadas con la educación de mi hijo (a)
- Trabajando con mi hijo (a) en mi casa incluyendo la lectura en el hogar
- Motivando buenos hábitos de estudio; proporcionando un lugar apropiado para hacer la tarea
- Asistiendo a conferencias con los maestros para mantenerme informado del progreso de mi hijo (a)
- Asistiendo a talleres prácticos/entrenamiento para que me ayuden a prepararme para apoyar mejor a mi hijo (a)
- Sirviendo, hasta donde sea posible, en grupos de asesoría de póliza como: el Comité de SAC, el Comité de Asesoría de Póliza de Título I, el Consejo de Asesoría de Póliza el Distrito, el Comité de Practicantes del Estado y otros grupos de asesoría escolar.

NOMBRE DEL PADRE/GUADIAN: _____ noviembre _____ febrero _____

Junta(s) Adicional(es) con la Familias: _____

Firma del Padre/Guardián: _____

3. RESPONSABILIDADES DEL ESTUDIANTE:

Yo:

- Hare tiempo para leer y terminar la tarea
- Regresare los materiales a tiempo, le entregare a mis padres o adulto responsable todos los avisos de la escuela todos los días
- Me portare bien y obedeceré todas las reglas del salón de clases; estaré preparado todos los días
- Respetare a mi escuela, me respetare a mi y a los demás; promoveré el buen civismo siendo un buen ejemplo
- Respetare a mi escuela, me respetare a mi y a los demás; promoveré el buen civismo siendo un buen ejemplo

NOMBRE DEL ESTUDIANTE: _____ noviembre _____ febrero _____

Junta(s) Adicional(es) con la Familias: _____

Firma del Estudiante: _____