**DEAF MIDDLE “PARENT INVOLVEMENT PLAN” (PIP)**

Principal—Rebecca Hilding

Assistant Principal—Angela Saunders

In support of strengthening student academic achievement, each school that receives Title I funds must jointly develop a parent involvement plan with parents of participating children. The plans should be agreed upon by parties involved in their development, and distributed to all “stakeholders” including parents, school staff, and administrators. Each written parent involvement policy contains information required by section 1118(a)(2) of the *Elementary and Secondary Education Act* (ESEA*)*, which was later reauthorized as *No Child Left Behind* (NCLB). This parent involvement plan establishes the expectations for involving parents as partners in their child’s education, and outlines how each school will implement a variety of different parent involvement activities. These school-level plans will be incorporated into the Title I/School Improvement Plan as required in Sections 1114 (b)(2) of the ESEA.

Parent Involvement Mission Statement for Deaf Middle School Families:

Research confirms that parent involvement is a powerful influence on a child’s achievement in school. When schools work together with parents to support learning, children are inclined to succeed not only in school, but also throughout life. Parents/legal guardians are encouraged to participate as informed partners with school personnel in implementing the Title I school programs in an effort to improve student academic achievement and school performance. The Deaf Middle School welcomes and encourages parental support and involvement in efforts to improve our academic program.

Parent Involvement Plan Components:

1. *Describe how the school will involve parents in an organized and timely manner in the planning, review, and improvement of Title I programs at their school, including involvement in deciding how the required set aside for parent activities will be used as per Section 1118(a)(3), 1114(b)(2), and 1118(a)(2)(B) ESEA.*

**Response:** The Title I Grant Coordinator, in conjunction with the Principal and Assistant Principal of each Title I school, assembles the “Title I Parent Advisory Team” each August prior to the start of the school year. These representatives—three from each Title I school—meet regularly in order to develop, review/revise, and evaluate all Title I plans & programming. This Title I parent team meets at least quarterly each year. The 1% of grant monies specifically set aside for parent involvement activities is determined during the spring Title I Parent Advisory Team meeting. This set aside planning allows for revisions—upon parent request—before the Title I grant is written in June.

1. *Describe how the school will coordinate and integrate parent involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate as per Section 1118(e)(4) of the ESEA.*

**Response:** FSDB’s Parent Services Department typically hosts parent workshops 4 or 5 times each year on a variety of topics for the specific purpose of building parent capacity based on needs assessments. These workshops may include information how parents can help support school initiatives and curriculum at home. Workshops may also be held on topics such as IEP’s and Deaf adult perspectives for parents. Information is also sent home at the end of each school year with final report cards providing parents resources and ideas for summer enrichment activities.

During the 2015-2016 school year, FSDB’s Parent Liaison will collaborate with the Assistant Principal and Title I Coordinator to bring Christel Reaves to campus. Christel Reaves is a parent and former teacher turned trainer; she specializes in effective and positive parent/school relationships. Christel (founder of Christel-Clear Learning Innovations) will provide FSDB staff and parents with quality workshops geared to current educational issues. Christel Reaves Training for FSDB parents will transpire in December of 2015. Christel will present to families on the Growth Mindset.  She will discuss how families and students can reach their full potential through consistent steady effort and growth; this includes not giving up when failure comes along but rather using these challenges to develop and grow

1. *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 (schoolwide or targeted assistance), adequate yearly progress, school choice, Supplemental Education Services (SES), and the rights of parents. Include the timeline and persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity (all requirements as per Section 1118(c)(1) of the ESEA).*

**Response:** The Title I Coordinator and Title I Assistant Coordinator, through collaboration with the campus Parent Information Office, Print Shop, and Webmaster, ensure that information regarding all of the above is made available to parents in Title I schools through 3 main channels:

* + The “Title I Handbook” for each school is prepared in the campus Print Shop and sent home to parents by the beginning of October of each school year; this handbook contains all Title I plans and parental right notifications.
  + The FSDB website, [www.fsdb.k12.fl.us](http://www.fsdb.k12.fl.us) also contains this information.
  + *The* *Parent Connection* parent newsletter prints all parent right notifications—such as the parent right to know about teacher & paraprofessional qualifications—as well as occasional highlight pieces on grant activities.

Each year, the state of Florida publishes School Public Accountability Reports, called SPARS, as required by the federal Elementary and Secondary Education Act. These reports are made available in order to provide parents with information about the school's accomplishments from the previous school year. The 2013/2014 SPARs is the most current report provided by the state of Florida and is currently available on our website. When the 2014/2015 SPARs becomes available, it also will be posted. It can be found by going to the “Instructional Services” page and then “State & Federal Reports.” If you have questions about the data, please contact the Principal or Assistant Principal of your child's school.

The effectiveness of these activities is determined by parent feedback during the Title I parent team meetings. Regarding Even Start, Head Start, Early Reading First, and other preschool programs—students served at FSDB have significant hearing or vision deficits and are typically not served by preschool programs of this nature. However, outreach efforts in the form of home educational visits do transpire through the campus Outreach Department.

1. *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 services such as child care, transportation, or home visits as outlined under Section 1118(c)(2) of the ESEA*.

**Response:** During the first parent meeting of the school year, the meeting Chair (Title I Assistant Coordinator) checks with parents to verify the best times/days to conduct meetings. Each year, due to the nature of FSDB’s residential program, Fridays have proven convenient for parents to pick up their students and take them ho.me for the weekend. Additionally, the Title I grant provides travel expenses reimbursement for parent in Title I schools to travel to FSDB for meetings or other parent capacity-building activities. “Travel expenses” (per state agency guidelines) may include meals, hotel costs for overnight stays, and mileage reimbursement. Other opportunities for technological involvement can also be arranged on parent request.

1. *Describe how the school will implement activities that will build capacity for strong parent involvement, in order to ensure effective involvement of parents and to support a partnership among the school staff, parents, and community to support student academic achievement. 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, all required by Section 1118(e) and Section 1118 (e)(2) of the ESEA.*

**Response:** The Title I Handbooks, distributed to all Title I families in the fall of the school year, contain the “Family-School Compact.” This compact specifically lists the responsibilities undertaken by students, their parents, and their teachers that will contribute to academic achievement at FSDB.

The Parent Information Office will continue to provide current “informed and included” family friendly activities & trainings, such as parent ASL (sign language) and Braille classes; these classes facilitate improved communication between parents and their children and involve parents to a greater extent in homework**.** The campus Parent Information Office typically hosts Parent Engagement Workshops (PEW) at least 4 or 5 times each year on a variety of topics for the specific purpose of building parent capacity. These workshops may include information on how parents can help their children at home by sharing with them enrichment activities as well as how to provide appropriate homework help. They may also include cultural trainings and perspectives to support greater parent involvement. Webinars and recordings may be available on request to support increased parental participation.

1. *Describe the training the school will provide to educate its teachers, student services personnel, principals, and other staff in how to work with parents as equal partners, and on the value and utility of contributions of parents as per Section 1118(e)(3) of the ESEA.*

**Response:** Seeing the positive response from teachers, specialists, and administrators and parents alike, content for the 2015-2016 parent training and capacity-building activities will include topics that will enable a cohesive conversation and understanding between school and home.  Parents will have the opportunity to attend the following learning opportunities:  *Love and Logic*; Christel Reaves Parent Workshop focusing on the growth *Mindset*; providing parents with information on the importance of transition planning for student academic, social, emotional, developmental success; and applying the problem solving model to encourage parents review their child's strengths and opportunities, identify best methods for supporting them educationally and emotionally, and provide ideas for success. Information sharing will occur throughout the year on Steven Covey’s *The 7 Habits of Highly Effective People*, a school wide initiative to instill leadership habits in the children. Professional Learning Communities will take place at regular intervals throughout the school year to train teachers, specialists, and administrators on school wide initiatives such as *The Seven Habits* and *Love and Logic* with the emphasis on valuing and collaborating with parents in decision-making.

1. *Describe the other activities, such as parent resource centers, that the school will conduct to encourage and support parents in their participation in the education of their child as per Section 1118(e)(4) of the ESEA.*

**Response:** FSDB’s Parent Services Department acts as an excellent resource center for all FSDB parents. There is a Parent Services lending library, funded through IDEA. Parent Services staff coordinate classes on Braille and American Sign Language to improve parent skills and host a variety of capacity-building workshops for parents. The opportunities will be communicated with parents through newsletters, online, and through *Skylert* notifications via phone and email. Parent Liaisons also complete the required paperwork to provide travel reimbursements for parents who attend campus trainings, classes, or capacity-building events. If you need a travel reimbursement, please contact Misty at 904-827-2988.

1. *Describe how the school will provide the parents of participating children description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels that students are expected to meet as per Section 1118(c)(4)(C).*

**Response:** At the beginning of each school year as well as during IEP meetings, the Assistant Principal or school representative will present the following information:

* Description of FSDB as a separate entity from all other school districts
* Vision and Mission of FSDB
* Accreditation of FSDB Programs
* Highly Qualified Staff
* Extent of Instruction and Technology
* Reading and Math Support
* Unique Services offered at FSDB
* Curriculum used at FSDB
* Adoption of Instructional Materials Process
* Assessment Tools and Information
* Communication
* Positive Behavior Support and Response to Intervention
* Discuss any questions related to the school and its mission

The information will be provided in multiple formats including staggered and recorded presentations to provide opportunities for all parents to participate at the start of the school year.

1. *Describe how the school will provide full opportunities for participation in parent involvement activities for all parents, including those with limited English proficiency, disabilities, and migratory children. Include how the school plans to share information related to school and parent programs, meetings, reports, and other activities in a uniform format in a language that parents can understand, all required by Section 1118(e)(5) and (f) of the ESEA.*

**Response:** Written translations of school communication will be provided to parents with limited English proficiency in their native language to the extent possible; Large-print and Braille versions of written communication are also provided to any parents as needed courtesy of the Braille Production Center**.** In addition to translations of written materials, sign language interpreters and/or Spanish translators will attend Title I ‘Parent Advisory Team’ meetings (as well as other parent meetings) and workshops/trainings to provide these services as needed**.** Close captioning, sign language, and Spanish interpreting is also provided for parent meetings broadcast live on the web.