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FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart
Commissioner of Education

November 30, 2016

Ms. Patricia Powers
Gilchrist County School District
310 NW 11th Ave
Trenton, FL 32693

Dear Ms. Powers:

We are pleased to inform you that the Bureau of Federal Educational Programs has received Gilchrist 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

GILCHRIST Title I, Part A Parental Involvement Plan

I, Robert G. Rankin, 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



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



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2016-2017 LEA Parental Involvement Adoption Page

Gilchrist County School District:

This policy was adopted by the LEA on 08/01/2016 and will be in effect for the period of one year through 08/01/2017. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before 11/01/2016.

(Signature of Title I Authorized Representative)

11/01/16

(Date)

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

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: -

Parents are involved in the LEA Parent Involvement Policy, LEA Plan, and PI funds through participation in collaborative workgroups, parental representation on school and district advisory councils, and through parental feedback. Parents give feedback on the effectiveness of this plan through participation in surveys that are distributed at annual Title I school meetings and during the year in school newsletters. Information for parents is made available on the district's website, in newsletters, and in Back to School Guides. Parents are involved in school improvement through participation in SAC and DAC throughout the year. In addition, parents are made aware of school improvement, parental involvement, and set-aside issues through mailouts, website, and information at schools. Parents are involved in the allocation of parental involvement dollars through representation at annual parent involvement work sessions where this is discussed and parents have an opportunity for meaningful input.

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 LEA provides coordination, technical assistance, and other support to Title I schools in planning and implementing effective parental involvement practices through annual parental involvement work sessions, technical assistance in developing school-level parental involvement plans, peer review of plans, provision of resources, and on-going support and collaboration throughout the year.

Examples of technical assistance and support strategies include:

- The Title I Director will provide technical assistance to all Title I schools in June to review the Title I, Part A requirements for parental involvement as it relates to increasing student achievement, including best practices.
- Title I Director will provide each school with a jump drive containing the following files: DOE PIP school template, Title I requirements, sample letters to parents, Title I Annual Meeting Toolkit from DOE, parent involvement strategies to increase student

achievement, PIRC information, and other resources.

- All Title I schools receive a Title I notebook each year with updated technical assistance materials including timelines, forms, and strategies for engaging parents in their child's education.
- The Title I Director will review each school's Parent Involvement Plan to ensure compliance and to ensure all strategies enhance student achievement. In addition, each Title I school will be assigned a peer school's plan for review. Plans are due for yearly review by September 30th.
- Principals will receive parental involvement resources and information at Title I principal meetings for school newsletters and websites.
- Title I Director will collaborate with district administration to ensure that parental involvement is addressed through District Professional Development Plans. This will ensure that teachers are provided with the training needed to be knowledgeable about building capacity for parental involvement.

Upon completion of school level parent involvement plans, the LEA will utilize a peer review process to ensure compliance with all requirements prior to submission. In addition, school level and LEA level parent involvement plans will be school board approved at publicly advertised meetings each year.

The LEA will provide other reasonable support requested by parents throughout the year as appropriate. This will ensure that the needs of parents are met and that barriers to parental involvement are identified and removed. The end goal is to build capacity of parents to improve the academic achievement of their child and overall school performance.

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	The LEA coordinates Title I, Part A parental involvement strategies with strategies utilized for VPK. Parents of VPK students are able to participate in Title I parent involvement activities, and are encouraged to participate in district and school activities such as Families Building Better Learners, parent-teacher groups, and school/district advisory councils. The Title I office and the VPK office will work together to coordinate transition programs for students entering the regular public school program.
2	Title I, Part C	Services for parents of migrant students are provided through collaboration with the Alachua Multi-District Migrant Program. Migrant families are encouraged to participate in parental involvement activities, parent - teacher groups, parent education nights, and other opportunities.
3	District-Wide Parental Involvement	District-wide, parental involvement is encouraged and supported. Parents are welcomed as participants in parent-teacher groups, school improvement groups, parent education workshops, family nights, volunteering opportunities, etc.

		Parents are well informed about opportunities for involvement through School Messenger phone calls home, newsletters, flyers, mailouts, website, school marquees, backpack notices, Back to School Guides, annual Title I school meetings, annual parental involvement meetings, etc.
4	IDEA	Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP.
5	Title II	Professional development modules will be provided to schools to support the professional development needs of the staff related to parental involvement. The parent liaisons will be trained by LEA staff in methods to effectively use the modules. LEA staff will provide support and monitor the implementation to ensure that training is provided as required.
6	21st CCLC	Parental involvement and family literacy activities after school through 21st CCLC will be coordinated with Title I Part A events, such as FBBL.

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: -

Participation in the District Advisory Council and annual Parental Involvement Work Session allows parents to have input into the development, implementation, and evaluation of existing PIP. As issues arise, the District Advisory Council will work with the Title I Director to resolve and improve the program. Each year, a Parent Involvement committee meets to review the existing PIP, analyze participation data, and revise the PIP as needed.

The content and effectiveness of this parental involvement policy is evaluated each year with the involvement of parents through this work session and also through surveys. Surveys are conducted at the beginning of each school year (August) upon dissemination of the current parental involvement plan. Parents are provided with a written copy of the plan, and the plan is reviewed with parents in collaboration with the classroom teacher assigned to the student. After the plan has been reviewed, the parent is asked to complete a Survey indicating the level of effectiveness of the plan. Survey results have indicated that a majority of parents feel that the plan is very effective and that barriers to parent participation are addressed well. This survey is also distributed to parents during the year in school newsletters.

During the annual PI work session, team members including parents review the results and identify common areas of concern and barriers for greater participation by parents. The information is used to revise the PIP and parental involvement 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	Florida Standards Hard copy dissemination of materials	Director of Elementary Education, Director of Secondary Education	Parents will be provided with grade specific brochures outlining and identifying the standards and strategies they can use to help their child at home.	August	Principals will document date disseminated
2	Assessments discussed during individual conferences	Classroom teachers	During parent teacher conferences, teachers are sure to discuss each child's assessment results, expectations, and goals for the school year	August and t/o year	Sign in sheets
3	Parent/teacher meetings during Title I annual meetings	Classroom teachers	Information will include grade level proficiency, strategies parents can use at home, and assessment methods.	August	Sign in sheets
4	Mailouts regarding access to the parent portal	MIS Director	Mailouts and phone calls will direct parents how to access the parent portal for information on student grades, attendance, assessment scores, etc.	Summer	Copy of notices
5	Presentations at staff meetings	Title I Director, Parent Liaisons	presentations will be developed and shared at school staff meetings	Bi-Monthly	Presentations, Documentation from Principal
6	Continuous PD's hosted by Parent Liaison	Parent Liaisons	Parent Liaisons will offer PD's on monthly early release PD days (one Wed per month) covering applicable topics	Monthly (one early release Wed per month)	Agendas, Sign in sheets, PD materials
7	Virtual Newsletter or Tips from Title I Director	Title I Director	Title I Director will email all teachers monthly with a newsletter, resources, or tips on how to effectively involve parents	Monthly (beginning of each month)	Copy of emails, materials
8	Modules for Parent Liaisons to share	Title I Director, Parent Liaison	Modules will include Involving Parents While Being Sensitive to Poverty Issues, The Value of Parental Contributions, How to Communicate and Work with Parents as Partners, How to Implement and Coordinate PI Programs, Building Ties Between Home and School, Cultural Sensitivity	T/O Year	Copies of modules
9	Book Studies - Applicable books and ebooks will be made available and assigned as needed to teachers to enhance knowledge and skills of issues	Principals	Student achievement will be impacted by the improved levels of parental involvement and teacher understanding of barriers.	T/O Year	Lists of books made available for book studies and /or assigned

impacting parental involvement				
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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	Provide materials and resources that emphasize the role of parents	Principals, District Administration, PTA/PTO	Parental Involvement improves student academic performance.	July 1 - June 30	Student performance as measured by FCAT, DDA, and FCAT Test Maker
2	PI presentations at staff meetings	Title I Director, Principal, Parent Liaison	Title I Director will provide short presentations for Parent Liasons and Principals to cover at regular staff meetings (topics will vary each meeting)	t/o year at staff meetings	staff meeting agendas, copies of presentations
3	PD's hosted by Parent Liaisons	Parent Liaison	Parent Liaison will offer monthly PD's to teachers in applicable PI topics	one early release PD Wednesday each month	agendas, sign in sheets, materials distributed
4	Monthly newsletters, tips, resources from Title I Director	Title I Director	Title I Director will email all teachers monthly with a newsletter, tips, or resources for effectively involving parents	Monthly t/o year	copies of emails, materials distributed
5	Training Modules	Title I Director, Parent Liaison	Training Modules will be provided to ensure that applicable topics are offered as PD opportunities	t/o year	copies of modules, sign in sheets from use, other methods of dissemination
6	CARD ASD Trainings	Director of Special Programs	include training in how teachers involve and communicate with parents of students with disabilities	t/o year	copies of sign-in sheets
7	MTSS Trainings	Director of Elementary Education	involving parents in student success	weekly t/o year	copies of agendas and sign-in sheets

Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: All parents, including parents with limited English proficiency, disabilities, and migrant children, will be provided with opportunities to participate in activities

designed to impact student performance through parental involvement. Information regarding school programs, meetings, school reports, and other activities will be shared through annual Title I school meetings, PTA/PTO meetings, parental involvement in school and district advisory councils, open and advertised Board meetings, articles in local papers, school and district websites, backpack notices, School Messenger phone calls home, direct mailouts, Back to School guides, newsletters, school marquees, and a variety of other methods as determined based on need. Our intent is to provide as many communication opportunities as possible in order to reach the most parents. All information sent home is written in an understandable format that avoids the use of jargon and acronyms. Information is sent home in the child's home language (most predominantly Spanish in our area), and interpreters/translators are available at each school to make phone calls to parents or translate communications. Schools make every effort to provide flexible meeting dates and times in order to allow the participation of parents with special needs. Collaboration with the Alachua Multi-District Migrant Program supports strategies and resources for families of migrant children. Parents of students with disabilities are offered multiple opportunities to be involved, including trainings in how to deal with and be knowledgeable about their child's disability. For example, periodic CARD (Center for Autism and Related Disabilities) trainings have allowed parents of autistic children to better understand the disability and make improvements in parenting strategies. In addition, parent education nights have facilitated improvements in how much parents understand about how their child's school is graded, state assessments, how to better help their child at home, the importance of reading, grade level expectations, Common Core State Standards, and other important topics. Family Reading nights allow parents to participate in Accelerated Reader activities with their child. Families Building Better Learners (FBBL) nights are hosted in order to promote parental involvement and educate parents in how to help their child learn. Parents are an integral part of what we do as educators, and open communication is a key element to the school-home relationship.

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	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];	Stakeholder surveys to inform content and plan for professional development	Director of Elementary Education	Parental involvement improves student performance	July 1 - June 30
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)];	Flexible school meeting dates and times	Principals	Parental involvement improves student performance	July 1 - June 30

3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Collaborate with community agencies to improve parental involvement efforts (FDLRS, CARD, TATS, ISRD, NEFEC, etc)	Principals, District Administration	Parental involvement improves student performance	July 1 - June 30
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Upload Evidence of Input from Parents

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

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	Sharing of information on Standards and Expectations	1	70	will allow parents to be familiar with standards set before their child and the expectations for the grade level so that they can better help the child at home
2	discussed assessments during Open House and individual parent conferences	1	350	activity will ensure that parent is knowledgeable about assessments so that they can be a partner in preparing their child
3	parents and teachers meeting individually during Title I annual meetings	1	200	ensure that the parent is aware of school topics and open the door for better communication during the year
4	Parent Liaisons shared modules	4	60	ensure that teachers are better aware of how to build parent capacity for involvement

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	Emphasized the role of parents through the provision of resources and materials	1	70	Ensure that teachers are aware of the role of parents and how they partner with the school in student learning
2	Parental Involvement training at staff meetings	4	70	staff more aware of PI issues and how best to involve parents in their child's education
3	MTSS trainings	1	40	involving parents in student success
4	CARD training	1	20	help teachers to be aware of how to involve parents of SWD

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	activities will be designed to allow parents to be informed and involved without traveling to the extent possible
2	work hours	PI activities will take place at a variety of times in order to facilitate various schedules

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
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