



Marva Johnson, *Chair*
John R. Padget, *Vice Chair*
Members
Gary Chartrand
Tom Grady
Rebecca Fishman Lipsey
Michael Olenick
Andy Tuck

October 28, 2016

Mr. Dewitt Lewis
Seminole County School District
400 E. Lake Mary Blvd.
Sanford, FL 34273

Dear Mr. Lewis:

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

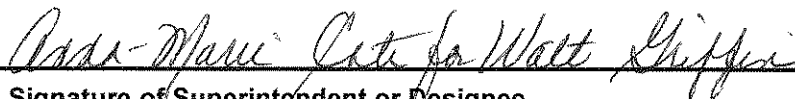
SGM/tog

SEMINOLE Title I, Part A Parental Involvement Plan

I, Walt Griffin, 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



10/18/16

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 Seminole County School District Title I Program promotes the belief that all children can learn and acknowledges that parents share the schools' commitment to educational success for all students. We recognize that positive parent/family engagement is essential to student achievement and we encourage parental involvement in school educational planning and operations.



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2016-2017 LEA Parental Involvement Adoption Page

LEA or District Name: Seminole

This policy was adopted by the LEA on 08/01/2016 and will be in effect for the period of one year through 07/31/2017. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before 11/01/2016.

[Signature] 10/3/16
(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.

Involvement of Parents

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:

1) Employs a full-time Family and Community Outreach Coordinator to support parent and family engagement at school level and the district level.

2)Employs a full-time Family and Community Outreach Teacher On Assignment (TOA) to support family engagement programming at the school and implement programming at the district level

3)Appoints an individual for each of the Title I schools to serve as the parent/family liaison. The parent/family liaison will attend monthly professional development sessions to ensure compliance in the implementation of the school-level family engagement program. This individual is also responsible for recruiting parents to serve on Team Seminole, the district parent advisory committee. The parent/family liaison works to ensure equal parent representation across grade levels, ethnic/racial backgrounds, socioeconomic statuses, disabilities, and languages.

District Parent Advisory Council (DPAC) meetings are held quarterly and are comprised of parent representatives and parent/family liaisons from each of the Title I schools. The purpose of the DPAC meetings is to provide parents an opportunity to give input into the planning, joint development, evaluation, periodic review, and improvement of the Title I LEA required policies, plans, and process of school review and improvement. Members of this team have direct input in the selection of LEA parent workshop/training offerings, locations, times, and parental involvement budget expenditures.

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 Family and Community Outreach Coordinator and Teacher On Assignment will offer monthly professional development opportunities for school-based parent/family liaisons to support schools in the development and review of their Parental Involvement program, monitor for compliance, and provide best practice strategies in the area of family engagement. Train-the-trainer opportunities will be provided for school-based parent/family liaisons that they may subsequently provide professional development sessions at faculty meetings or integrate parent engagement into in-service trainings for other school-based personnel. Title I schools will also be provided one-on-one technical assistance opportunities at the school sites to address school-specific concerns. School based parent/family liaisons are also encouraged to attend Regional, District, and State sponsored training sessions, workshops, and conferences designed to support parent involvement. Title I District Family and Community Outreach Coordinator will:

- 1) Schedule, on an ongoing basis, onsite monitoring visits for
Title I schools
- 2) Provide Title I schools with support for the completion of the
school level Parental Involvement Plan
- 3) Review, provide feedback for, and approve all Title I Parental
Involvement Plans
- 4) Collect feedback/data regarding the usefulness of professional
development topics
- 5) Work with school staff to modify professional development topics
and delivery models as necessary

Feedback from school level staff and administration will be used to evaluate the effectiveness of implementation. This feedback will be provided in the form of professional development agendas; sign in sheets; survey results, evaluations of professional development sessions, and increased capacity of school staff to implement best practices in family engagement.

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 (HIPPPY), 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	Voluntary Pre-K	A Voluntary Pre-K representative will be invited to (1) Attend monthly parent/family liaison meetings to share, as well as learn, strategies and best practices in the field of family engagement, (2) Coordinate to create and deliver parent workshops/trainings to support families participating in the VPK program,

		(3) Provide input and support to Title I by identifying ways to make the family engagement program more accessible and relevant for families with students participating in the VPK program
2	Title III/ESOL	A Title III/ESOL representative will be invited to (1)Attend monthly parent/family liaison meetings to share, as well as learn, strategies and best practices in the field of family engagement, (2) Collaborate to create and deliver parent workshops/trainings to support families with students participating in the ESOL program, (3) Provide support to Title I by identifying ways to make the family engagement program more accessible and relevant for families with students participating in the ESOL program, (4) Provide guidance and strategies for overcoming the barrier of language in district and school level family engagement programming
3	21st Century Learning Centers	A 21st Century Community Learning Center (21st CCLC) program representative will be invited to (1)Attend monthly parent/family liaison meetings to share, as well as learn, strategies and best practices in the field of family engagement, (2) Collaborate to create and deliver parent workshops/trainings to support families with students participating in the 21st CCLC program
4	Title X/Homeless	A representative from the district's Families in Need (F.I.N.) program will be invited to (1)Attend monthly parent/family liaison meetings to share, as well as learn, strategies and best practices in the field of family engagement, (2) Collaborate to create and deliver parent workshops/trainings to support families with students who have been identified as homeless, (3) Provide support to Title I by identifying ways to make the family engagement program more accessible and relevant for families with students who have been identified as homeless
5	Exceptional Student Support Services	A representative from Exceptional Student Support Services (ESSS) will be invited to (1)Attend monthly parent/family liaison meetings to share, as well as learn, strategies and best practices in the field of family engagement, (2) Collaborate to create and deliver parent workshops/trainings to support families with students receiving ESSS services, (3) Provide support to Title I by identifying ways to make the family engagement program more accessible and relevant for families with students receiving ESSS services

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 LEA will conduct an annual evaluation of the content and effectiveness of the Title I family engagement program. The program will be modified as necessary based on data sources to include; Monthly Parent Resource center visitation and circulation reports; Title I parent survey results; district climate survey results; family engagement workshop evaluations; workshop agendas; sign in sheets; feedback solicited from the parent, community, and school staff members. The findings of the evaluation will be used to implement strategies and organize activities for more effective parent engagement.

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
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1	Family Engagement Mini-Conference	Family/Community Outreach Coordination and Teacher on Assignment	Comprehensive opportunity for parent capacity building in all areas of Family Engagement	Three times throughout the school year	Workshop/event flyer, agenda, sign in sheets, presentation materials, workshop/session evaluation
2	It Takes a Village Family and Community Engagement Conference	Family/Community Outreach Coordination and Teacher on Assignment	Comprehensive opportunity for parent capacity building in all areas of Family Engagement	Spring 2017	Conference flyer, program booklet, sign in sheets, presentation materials, workshop/session evaluations
3	Title I Parent Resource Center	Family/Community Outreach Coordination and Teacher on Assignment	Parent access to tools and resources to support academics in the home	Throughout the School Year and Summer	Sign in sheets, material check out logs
4	Workshops and trainings	Family/Community Outreach Coordination and Teacher on Assignment	Provide parents with information thereby increasing student achievement	Throughout the school year	Workshop/event flyer, agenda, sign in sheets, presentation materials, workshop/session evaluation

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	Title I, Part A: Parental Involvement Compliance Training	Family/Community Outreach Coordinator and TOA	Increased staff capacity to effectively implement relevant parental engagement strategies improves student academic achievement as a result of increased parent involvement	Fall 2016 and Spring 2017	Increased staff capacity to meet Title I compliance requirements; Improved strategies for the implementation of research-based parental engagement to increase student achievement
2	Parent Liaison Team Meetings	Family/Community Outreach Coordinator and TOA	Increased staff capacity to effectively implement relevant parental engagement strategies improves student academic achievement as a result of increased parent involvement	Quarterly	Increased staff capacity to meet Title I compliance requirements; Improved strategies for the implementation of research-based parental engagement to increase student achievement
3	Onsite Technical Assistance Meetings	Family/Community Outreach Coordinator and TOA	Increased staff capacity to effectively implement relevant parental engagement strategies improves student academic achievement as a result of increased parent involvement	Throughout the School Year	Increased staff capacity to meet Title I compliance requirements; Improved strategies for the implementation of research-based parental

					engagement to increase student achievement
4	Trainings for staff	Family/Community Outreach Coordinator and TOA	Improve the ability of staff to build effective parent & family engagement programs to increase student achievement	Throughout the School Year	Increased staff capacity to meet Title I compliance requirements; Improved strategies for the implementation of research-based parental engagement to increase student achievement

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: The LEA Title I, ESOL, ESSS Department, school-based parent/family liaisons, and Families in Need program have all partnered to develop and offer parent workshops, trainings, and parental engagement activities in the native languages of parents with children attending Title I Schools. Translation is provided when reasonable and necessary. Additionally, the LEA has access to the Community Involvement Language Bank program which is a cadre of bi-lingual volunteer community Dividends who are speakers of other languages and available to interpret or translate for parents upon request. Free child care and refreshments are provided for families attending school-based and LEA sponsored parent involvement activities. At the conclusion of all training sessions participants are offered an opportunity to evaluate the workshops as well as provide feedback regarding their training needs. Workshops are offered at school and community-based sites on mornings, afternoons, evenings, before and after schools, and on Saturdays.

LEA workshops are scheduled at various times, days, and locations to accommodate parents' work schedules. The following modes of communication are used by Title I schools: newsletters, school web sites, school marquees, flyers, brochures, pamphlets, notices, calendar of activities, email, postal mailings, automated phone system, mass opt-in text service, and personal phone calls.

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
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1	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];	Reading Strategy Workshops	Family/Community Outreach Coordinator and TOA	Parents are provided with research-based strategies to implement in the home that will yield a direct impact on Reading achievement	Throughout the school year
2	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)];	Childcare will be provided for parental involvement activities	Family/Community Outreach Coordinator and TOA	Removing barriers to participation will result in increased parent involvement, which has a direct (positive) effect on student achievement	Throughout the school year
3	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 scheduling is utilized when setting meeting times and dates for parents	Family/Community Outreach Coordinator and TOA	Removing barriers to participation will result in increased parent involvement, which has a direct (positive) effect on student achievement	Throughout the school year
4	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	The LEA partners with community-based organizations to provide wrap around services to meet the physical, social, financial, and emotional needs of Seminole County families.	Family/Community Outreach Coordinator and TOA	Strong school, home, and community partnerships result in increased student academic achievement.	Throughout the school year

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	At-Home Math Strategies	2	2	Increase in student achievement due to increased parent capacity to implement tools, strategies, and activities in the home focused on Math skills for students in grades K-8.
2	S.A.F.E. Women's Self Defense Class	1	7	Increased parent knowledge of safety strategies aid parents in creating a safer and more secure home environment.
3	Homework Without the Headaches	3	15	Increased student achievement due to increased parent capacity to implement homework strategies and tools in the home.
4	"It Takes A Village" Family and Community Engagement Conference	1	107	Increased student achievement as a result of increased parent capacity in all areas of parental/family engagement
5	District Parent Advisory Council	4	22	Increased student achievement due to increased parent capacity to navigate the school system and actively participate in school and district level decision-making process.
6	Maximizing Your Child's Math Potential	1	15	Increase of parent capacity in math to directly impact student achievement
7	Effective Parent Teacher Conferences	3	3	Increased student achievement by increasing parent capacity for conferences
8	Couponing with Class	4	26	Increased student achievement by providing the parent financial literacy tools to be successful
9	Magical Day of Connections	1	116	Increased student achievement due to increase in parent capacity of community resources
10	At Home Reading Strategies	1	2	Increase of parent capacity in reading to directly impact student achievement
11	Tuesday's Tasty Tidbits	8	297	Increase of parent capacity to directly impact student achievement
12	Literacy Night	1	14	Increase of parent capacity in literacy to directly impact student achievement
13	Breakfast and Books	1	21	Increase of parent capacity to implement reading at home directly impact student achievement
14	Computer 101	3	18	Increase of parent capacity to implement computer skills directly impact student achievement
15	Elevating Family Engagement through Community Collaboration	1	47	Increase of parent capacity to directly impact student achievement

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	Family Engagement Liaison Training	5	75	Increased staff capacity, tools, and strategies to implement research-based parent/family engagement programming results in increased student achievement.
2	Provide a toolkit to facilitate coordination of the Annual Title I Meeting	1	23	Provide information to parents and receive feedback on Title I services to increase student achievement

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)]

count	Content and Type of Activity	Number of Participants	Schools Participating	Anticipated Impact on Student Achievement
1	Reading Workshops	0	All Souls, Annunciation, City Church, Forest City Adventist, Forest Lake Education Center, St. Mary	Students will increase mastery of targeted ELA skills with practice and parent support at home.
2	Math Workshops	0	All Souls, Annunciation, Forest City Adventist, Forest Lake Academy, Forest Lake Education Ctr, St M	Students will increase mastery of targeted Math skills with practice and parent support at home

Barriers

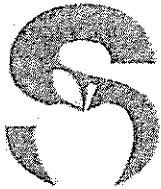
Describe the barriers which hindered participation by parents in parental involvement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parental involvement policies (with particular attention 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	Workshops will be held in a variety of locations to decrease the adverse effects of transportation on parent attendance and involvement
2	Scheduling	Workshops will be held at varying times and days to ensure that parents with non-traditional schedules will be able to access trainings; Select workshops will be offered in an alternative format (webinar) to accommodate parents who are unable to attend face-to-face meetings
3	Language	Translation will be provided upon request when necessary and reasonable

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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Seminole County
Public Schools

WALT GRIFFIN
Superintendent

Educational Support Center
400 E. Lake Mary Boulevard
Sanford, Florida 32773-7127
Phone: (407) 320-0000
Fax: (407) 320-0281

March 9, 2016

Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399-0400

Re: Authorization for Signatures

Dear Commissioner,

The following named individual has been authorized to sign Florida Department of Education grant-related forms and correspondence in my absence.

- Dr. Anna-Marie Cote, Deputy Superintendent Instructional Excellence & Equity

Thank you for your attention to this matter.

Sincerely,

Walt Griffin
Superintendent