

## ALACHUA Title I, Part A Parental and Family Engagement Plan

I, Karen Clarke, 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



Date Signed

## Mission Statement

### Parental and Family Engagement Plan Mission Statement (Optional)

**Response:** The School Board of Alachua County recognizes that a child's education is a responsibility shared by the school and family. To support the goal to educate all students effectively, the school and families must work in close collaboration with one another. It is the desire of the Board to strengthen family engagement and family empowerment through a policy that addresses family choices and responsibilities; to link with community services; to provide opportunities for family engagement in the development, implementation, and evaluation of family programs; and to provide opportunities for families to participate on school advisory councils and in school volunteer programs and other activities. Toward this end, the Board supports the development of a relationship between the school and home that fosters:

- a. Communication between the home and school on a regular and on-going basis;
- b. Families playing an integral role in increasing student academic achievement;
- c. A welcoming environment for families at school, and their support and assistance being actively encouraged; including participation in school advisory councils and PTA;
- d. A set of clear expectations of good student behavior, attendance, and academic performance.
- e. The Parent Academy and the mobile Parent Academy bus is a resource to empower families. This will encompass utilizing and forming partnerships with community resources, healthcare providers and social services to strengthen school programs, family practices, parent training/education and student learning.

## Involvement of Families

Describe the actions the LEA will take to involve families in the following required policies/plans:

- LEA-wide parental and family engagement plan (PFEP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
- How the funds reserved for parental and family engagement plans will be spent [Section 1118(a)(2)].

**Response:** The District will involve families in the joint development of its District Wide Plans by:

1. Inviting Title I families through notices, personal and written contacts, school marquee announcements, posters, Phone-home messages, and website postings, to: identify goals, discuss funding allocations and decisions regarding district parent and family engagement activities. Review, develop and revise the plan with the Title I School Staff, Families and Community.
2. Convening these meetings, creating focus groups, discussing funding and allocations of funds to schools, identifying goals and objectives, gathering input, collecting written surveys and focus groups notes, and minutes from SAC or Parent/Families Input Meetings during the spring of each school year, prior to the Title I application due date.
3. Using family input to review and revise the District Family and Parent Engagement Plan.
4. Providing training to schools for SAC members and helping to secure a balanced representation by the Office of School Improvement.

The District will involve parents in the process of school review and improvement by:

1. Inviting Title I parents through notices, personal and written contacts, school marquee announcements, posters, Fone-home messages, and website postings to be part of each school improvement committee with the given task of developing Title I school plans and Title I Home-School Compacts. Families will also be encouraged to participate in project planning and implementation, and parent and family engagement procedures. School surveys will be distributed; data will be collected throughout the year and analyzed to evaluate school needs. This data analysis will be shared with the SAC and other stakeholders.
2. Convening school-based Title I Annual Meetings at the start of the school year, conducted by the school Principal and Title I Lead Teacher, to inform families of their school's participation in the development of the Parent and Family Engagement Plan and their right to be involved. Families are also encouraged to participate in school meetings by the Title I letter contained in the Parents' Rights packet distributed at the beginning of school.
3. Including families in discussing funding, gathering input, presenting ideas, and making final decisions based on identified needs and the overall consensus of the group involving the use of the one percent of Title I funds reserved for parental involvement during the development of the School Improvement Plan at the SAC meetings or Charter School Board Meetings held at Title I schools.

The required 1% of the district's Title I allocation will be set aside for parent and family engagement. Of this 1% amount 95% will be allocated to schools to be used for school based parent and family engagement activities which are designed to meet the specific needs of students at each school.

## 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:

1. Conduct ongoing site visits during the school year to Title I schools by Title I staff.
2. Provide information, materials, and training not otherwise available to help parents with their child's achievement.
3. Review each Parent Involvement pre-approval submitted by Title I schools to ensure training has an academic focus, uses materials that are scientifically researched based, and that parents will be able to use the materials to work with their child to improve their child's academic achievement.
4. Enhance the awareness of principals, teachers and support personnel to reach out and communicate with families as equal partners. This can be accomplished through Professional Learning Communities and Staff development that focuses on working with families, engaging families, and scaffolding the characteristics of family friendly schools. Providing technical assistance on research based articles, programs and activities during site visits and District Trainings.
5. Ensure to the extent possible, that information is sent home in a language and form that parents can understand by providing translations with Via Language and Trans Act.
6. Provide information on literacy training available in the community by distributing the ACPS Adult Literacy Program and County contact information.
7. Ensure that the Lead Teachers from each Title I school attends the Title I trainings regarding Parent Engagement.
8. Use the state checklist to annually review each school's Parent and Family Engagement Plans by Title I Staff, to ensure compliance and that planned activities will provide meaningful opportunities for families to become more involved in their child's education. Feedback from technical assistance will be provided at documented monthly site visits, technical assistance meetings and district trainings. Reviews and feedback will be provided by the Title I Teacher Specialist.

## 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	Head Start & Title I Part A	The LEA provides ongoing collaboration and coordination with the Head Start Staff, Title I District Staff, and school site staff to provide programs for Head Start families. Materials are provided to aide with the transition to Kindergarten. This will be conducted by Head Start Staff and school staff at various sites in the Spring. Other programs include Readiness Skills, Parenting Workshops and Workshops for Families. Title I Purchased "School is Cool" student workbooks for each student and "Parenting Magazine" for parents. These materials are available in Eng. /Sp. To be distributed at Kindergarten Round - Up.
2	Migrant & Title I Part A & Title I Part C	The LEA provides ongoing collaboration with the Migrant Education Coordinator; Director of Grants, Acquisitions and Special Projects and District Title I Staff to coordinate activities, update events and to provide program information. Staff and migrant families are also invited to participate in the District Title I meetings. Title I purchased "School is Cool" student workbooks and one copy of "Parenting Magazine" in (Eng. /Sp.) to be distributed at Kindergarten Round-Up. Title I also assisted in purchasing ESY materials for the migrant students.
3	Homeless: Title I Part A & Title I X	The LEA provides ongoing collaboration with the Homeless Coordinator; Director of Grants, Acquisitions and Special Projects and Title I District Staff to coordinate activities, update events, and to provide program information. Title I purchased "School is Cool" student workbooks and "Parenting Magazine" in English and Spanish to be distributed at Kindergarten Round-Up. Title I also pays a portion of the Homeless Coordinator's salary, as well as the salary for a Paraprofessional who works 30 hours per week with students at Non-Title I schools. English/Spanish Homework Dictionaries for Parents are available for checkout in all Title I schools. These materials, as well as other materials in English/Spanish are located in the Parent and Family Resource Area. Title I provides funding for caps and gowns for homeless high-school graduating students.
4	ELL: Title I Part A	The LEA provides ongoing collaboration with the ELL Teacher Specialist; Director of Grants, Acquisitions and Special Projects and District Title I Staff to coordinate activities, update events, and to provide program information. Title I purchased " School is Cool" student workbooks and one copy of "Parenting Magazine" in Spanish to be distributed at Kindergarten Round-Up. Title I also contributes toward the cost of Trans Act and after school tutoring for ELL students. English/Spanish Homework Dictionaries for parents are available for check out at any Title I schools. These materials, as well as other Spanish materials are located in the Parent and Family Resource Areas.
5	Neglected and Delinquent: Title I Part D	The LEA provides ongoing collaboration with the Title I Part D Teacher Specialist, Director of Title I and District Title I Part A Staff to coordinate parent activities at the four DJJ Centers.

## 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 Alachua County Public Schools LEA will meet annually with the Parent and Family Engagement Committee for input into the development, implementation, review, evaluation, and revision as needed of the existing LEA Parent and Family Engagement Plan through creating focus groups, analyzing participation data, and collecting written and on line surveys which includes information on barriers to participation. Also, the District will gather data from the Parent and Family Engagement Activity Report. Title I Family Evaluations documenting the participation and implementation of each

family engagement program in Title I schools will be reviewed annually. The data is compiled in the Title I Annual Parent and Family Engagement Evaluation report in the spring of each year. The results are reviewed and shared at the first Title I training each Fall, and is disseminated to all Principals. Results of the evaluation will be posted on the District website and a hard copy will be provided to each school for placement in the Parent and Family Resource Area. The results will be used by District Staff, Principals, families and school staff to evaluate programs, increase participation, address barriers to participation, adjust programs and projects, and to revise plans to meet the needs of the students and families. The Parent Academy staff will assist schools with marketing parent and family engagement activities.

## Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Sections 1118(a)(2)(C), 1118(e)(1-14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Provide access to Parent newsletter: Importance of Parents - Parents Make A Difference-A monthly research based newsletter for parents available in English and Spanish. Also available on District Title I website and in each Title I schools Parent Family Resource Area.	Title I Staff Title I Lead Teacher	Improve the ability of families to work effectively with their child and to work effectively with teachers and school staff.	August - June	Sign-in sheets; Activity logs
2	Parent and Family Engagement Committee Meeting: Program planning, building capacity at schools, discussing barriers, and review & revise District Plan	Title I Staff Title I Lead Teacher	Conduct meeting –Program Planning to discuss and address survey results, identify barriers, build capacity, expectations, and goals for the district in order to increase family involvement	Spring	Sign - in sheets, School Survey, Focus group comments, input survey and evaluations
3	Distribute District-wide Title I Beginning of School Packet which includes: *District Parent and Family Engagement Plan, *School Parent and Family Engagement Plan, *Title I Home-School Compact, *Parent's Rights Letter, *Complaint procedures, *Parent /Family Notification Requirements *Informative websites. Copies of these documents are located in the Parent and Family Resource Area Notebooks.	Title I Director Title I Lead Teacher Title I Staff	Increase communication, provide updates of functions, family notifications and resources	August - September	Sign-in sheets, family input/ evaluations
4	Hold Title I Annual Meeting offering flexible times/dates. Contents of Annual Meeting should include: *Agenda,	Principal Title I Lead Teacher Title I Staff	Informational meeting of a school's participation in Title I, Part A Programs, Explain Title I Part A requirement, Review Part	September	Agenda, Minutes, Sign-in sheets,

	<p>*PowerPoint provided by Title I,          *Review of Title I Part A and *Parent and Family Engagement budgets,          *District and School PFEP's Title I          *Home - School Compact          *Description and explanation of school's curriculum,          *Information on forms of academic assessments,          *Explain the right of parent's to be involved in school programs and decisions regarding their child's education and ways to do so.</p> <p>All information from Annual Meeting is to be documented in narrative minutes.          Home-School Compacts are reviewed and signed by parents and collected by homeroom teacher.          Title I Annual Meeting power point linked to school website</p>		A and Parent and Family Engagement budgets and inform families of their rights to be involved in these programs and decisions.		family input/evaluations
5	Distribute "School is Cool" student workbooks and "Parenting Magazine" (Eng. /Sp.) at Kindergarten Round-Up.	Title I Staff Title I Lead Teacher	Increase communication and improve the ability of families to work effectively with their child; to develop collaborative relationships with teachers. Increase family engagement and student achievement	May	School survey, Sign in sheets, family input/evaluations
6	Provide student planners at school wide Title I schools.	Title I Staff Title I Lead Teacher	Increase communication and improve the ability of parents to work effectively with their child; to develop collaborative relationships with teachers, increase parent engagement and student achievement.	September	School survey, Sign in sheets, family input/evaluations
7	District Parent and Family Engagement funds are used to provide the following materials for the school based Parent and Family Resource Area: Parent and Family Resource Notebook to be maintained by the Title I Lead Teacher with current updates and information for parents. Monthly Parent's Make a Difference Newsletters (Eng. /Sp.) K-8 grade	Title I Staff Title I Lead Teacher	Increase family engagement and student achievement.	Aug.-June	Parent Resource Area sign out log, family input/evaluations
8	Collaborate with "The Parent Academy to assist in increasing Family Engagement via: Assist with the formation of parent mentoring groups and facilitate access to on line resources and school based family engagement activities	Director of Parent Academy Title I Lead Teacher	Empower families and increase family engagement and student achievement	July -June	Sign- in sheets, family input/evaluations

## 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	Training of Title I Lead Teachers in the implementation, importance and coordination of the Parent and Family Engagement Plan/Title I program	Title I Staff	Improve the ability of staff to work effectively with families	August-May	Parent and Family Engagement Activity Logs for 1st and 2nd semester, sign-in sheets, PFEP Evaluation Report
2	Training of Title I Lead Teachers from schools using planners provided by Title I, with the expectation that these Lead Teachers will train their faculty, students, and parents.	Title I Staff	Improve effective communication between home and school. Improve family engagement and student engagement.	August	Parent and Family Engagement Activity Log, sign - in sheet, family Input/evaluations
3	Provide Title I Lead Teachers with opportunities to collaborate and share best practices for parent and family engagement activities	Title I Staff	Improve effective family engagement activities and increasing student achievement	October	Increase of family engagement
4	Collaborate with "The Parent Academy" to assist in increasing family engagement and Staff trainings.	Director of Parent Academy Title I Lead Teacher	Empower families and increase family engagement and student achievement	August-May	Increase in family engagement

## 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 District Parent and Family Engagement Plan will be provided by Title 1 to all parents in English and Spanish as appropriate. Copies are available at each school in the Parent and Family Resource Area as well as the District Title I office located at Prairie View Academy. The District Parent and Family Engagement Plan (Eng. & Sp.) will be posted on the District Title I website and linked to each Title I schools' website.

The District provides schools with information on local agencies that provide assistance for families with disabilities. (Example: Center for Independent Living) The District will utilize Trans ACT documents and contract with the Via Language Company to provide translations for school-related documents, to the extent possible, for families in a language and form they can understand. Also, the District will monitor through monthly site visits and provide support to the Title I ELL students in the county. Student data that reflects changes in population will be collected and reviewed at schools on a quarterly basis to ensure that information is available to families in a language and form they can understand, to the extent feasible, as needed. The LEA will monitor schools following the reports with site visits to ensure that information is available to families.

## Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Paying reasonable and necessary expenses associated with parental engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];	Pay requested reasonable childcare and transportation expenses to enable families to attend meetings.	Title I Lead Teacher	Reduce barriers to families participating in school events	August - May
2	Maximizing parental and family engagement in their childrens' education by arranging school meetings at a variety of times. Conducting in-home conferences between teachers or other educators, who work directly with participating children for families who are unable to attend those conferences at school [Section 1118(e)(10)];	Title I Lead Teachers are responsible for overseeing and conducting flexible time frames for all meetings. Each Title I school will offer at least 1 parent/family engagement training each semester, in addition to the required Title I Annual Meeting held in the beginning of the year.	Title I Lead Teacher	Reduce time barriers for families participation in school meetings	August - May
3	Adopting and implementing model approaches to improving parental/family engagement [Section 1118(e)(11)];	Paying reasonable and allowable expenses associated with the newly established "Parent Academy" including Fearnside Center and two mobile classrooms.  The Director of the "Parent Academy" will be responsible for: Establishing relationships with the District, Community partners, Healthcare providers and Social-service agencies. Scheduling events, Special programs and trainings that will strengthen school programs, family practices, student and parent learning	Director of Parent Academy	Increase Family engagement; provide educational opportunities for families and students. Establish relationships in the community by forming community partnerships, along with HealthCare providers and Social Service agencies	July - June



## TITLE I COMPLAINT PROCEDURE

A "Title I Complaint" is an allegation that the administration has violated a federal or state regulation or guideline pertaining to the Title I program. Administrative procedures for handling complaints are designed to resolve the complaint at the lowest level possible.

**Procedure** All Title I complaints will be processed as follows:

- A. Title I Complaints should first be addressed to the local school principal. A parent who has a complaint may have a conference with the principal and appropriate school personnel. The principal is expected to make a good faith effort to resolve any differences. Within fifteen (15) calendar days after becoming aware of the complaint, the principal will notify the Director of Title I of the issues under dispute and the action(s) that the school has taken.
- B. If the complaint has not been resolved, the parent may meet with the district's Director of Title I or the designated representative to discuss his or her concerns. The Director will explain to the parent any federal regulation or state guidelines that apply.
- C. Within fifteen (15) calendar days after the conference, the Director will send a written report to the parent that sets forth any agreement or decision reached during the conference. The report will be sent to appropriate persons.
- D. The parent has the right to appeal to the state education agency (SEA) a decision of the local education agency (LEA) within thirty (30) calendar days from the receipt of the written report.

All survey comments of "unsatisfactory" from parents of participating children will be submitted with the district's LEA plan to the SEA.

