

DEAF ELEMENTARY PARENT INVOLVEMENT PLAN (PIP)

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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 Elementary Families:

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 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 Elementary 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 Assistant Coordinator, in conjunction with the Principal and Assistant Principal of each Title I school, assembles the “Title I Parent Advisory Team” at 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 & programs. 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.

2. *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: Teachers in Deaf Elementary school are required to send home a weekly newsletter/website update, which often includes tips on how to extend learning of particular concepts/skills in the home setting.

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. These workshops may include information on how parents can help their children at home by sharing with the enrichment activities as well as how to provide appropriate homework help. Such 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 2014 – 2015 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. "Connected Home: Quality Homework Help" will focus on giving parents tips and strategies for helping their child complete homework, specifically in the areas of math and science, aligned with the overall grants focus on STEM for next year. The training session will include a discussion on how to support homework completion even if parents do not remember or are not familiar with the concepts addressed in the homework assignment.

3. *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, through collaboration with the campus Parent Services Department, Print Shop, and Webmaster, ensures 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 at the beginning of October of each school year; this handbook contains all Title I plans and parental right notifications.
- The FSDB website, www.fldb.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 are available and can be found via the FSDB website. Click on the Administrative link (on the left), then go to the state and federal reporting page. 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.

4. *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) polls parents to find out 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 home 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.

5. *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.

The Deaf Elementary School IEP (Individual Education Plan) Coordinator will make a concerted effort to maintain our high percentage of parental participation in IEP meetings through ongoing communication with families about upcoming IEP dates, scheduling at times that are convenient for families, and exploring creative ways for parents to maintain involvement (through the use of technology, for example) for families that face transportation burdens due to living so far from campus.

Parents of Deaf Elementary School students will be invited to school to attend various classroom activities such as plays, read-alouds, poetry walks, honor roll assemblies, and special recognition ceremonies. Teachers will communicate (through parent-teacher conferences, email, phone calls, videoconferencing, etc.) with each parent a minimum of three times per year to inform families of student progress, upcoming events, adjustment to FSDB, and the like. Class websites will be updated weekly and shared with parents in order to better involve and inform them.

The Parent Services Department will continue to provide current parent 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.

6. *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: Christel Reaves, visiting educational trainer, will also provide a presentation for teachers (and paraprofessionals) at FSDB. The teacher session will be entitled “Classroom to Home, Math and Science Explorations”. K - 8 educators will explore creative ways to involve Deaf and Blind students in math and science through hands-on activities. Participants will examine technology that supports learning at home, as well as problem-solving in the classroom. The mathematics sessions for both parents and instructional staff will pertain to Florida Standards and how to support or reinforce them within the home or school setting; the science discussion will pertain to the Next Generation Sunshine State Standards and how to support them within the home or school setting. The training session will provide multiple opportunities to explore building positive, solid relationships with parents, working with them as partners in each student’s success. The Title I Assistant Coordinator will provide all participating staff with a follow-up survey to evaluate the effectiveness of this training module.

7. *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 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. 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 the Parent Services Department at 800-344-3732 or parentservices@fsdb.k12.fl.us.

8. *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: The Assistant Principal of the Deaf Elementary School will host a parent meeting, held on Registration Day in order to allow for more parental involvement. The purpose of this meeting will be to review curriculum, explain the district assessment calendar and the assessments that will be given during the year as well as the purpose of these assessments, and outline the proficiency levels that students are expected to meet in each grade level. This type of meeting was held last school year, and was well received by parents. Additionally, this information is shared in annual IEP meetings, parent-teacher conferences, and throughout the school year through information sent to parents by classroom teachers.

9. *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. Closed captioning, sign language, and Spanish interpreting is also provided for parent meetings broadcast live on the web.