

I, Tina Waldrop, 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 school will:

- Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101 of ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent;
- Jointly develop/revise with parents the school Parent and Family Engagement Plan and distribute to parents of participating children and make available to the local community;
- Involve parents, in an organized, ongoing, and timely way, in the joint development of planning, reviewing, and making improvements to the school Parent and Family Engagement Plan;
- Use the findings from the Parent and Family Engagement Plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's Parent and Family Engagement Plan;
- If the plan for Title I, Part A, developed under [ESEA Section 1116], is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency;
- Provide to each parent an individualized student report about the performance of their child(ren) on the state assessments [ESEA Section 1116];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Signature of Principal	Date
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### Parent and Family Engagement Mission Statement (optional)

**Response:** Osceola Elementary School believes in involving parents in all aspects of its Title I programs so that we can help all students be successful.

### Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [ESEA Section 1116].

**Response:** Osceola Elementary School believes in involving parents in all aspects of its Title I programs. Osceola Elementary invites all parents to join our SAC (School Advisory Council). At least 51% (non-employee) parent representation is required for a quorum to vote on agenda items. In addition, all parents were given surveys during the school year seeking their input on activities, training, and materials they needed to help their child. Then an end of year survey is given to evaluate how we met their needs. Results of parent surveys are reviewed by SAC to determine needed changes. During monthly SAC

meetings, the Osceola Schoolwide Program, SIP, and the Osceola Parent and Family Engagement Plan is presented to parents giving parents opportunities for input into the decisions regarding the implementation of the schoolwide plan, SIP, and the PFEP. At monthly SAC meetings, parents will be given opportunities to help in the decision making as to how the Parent and Family Engagement funds will be spent.

## Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA 1116].

	Program	Coordination
1	Title I	Reading nights/math nights to coordinate and integrate parent involvement programs, understanding of the FSA testing, overview of the core curriculum.
2	Title II	Parents are encouraged to participate in district level parent trainings that focus on how parents can help their children.
3	IDEA (Individuals with Disabilities Education Act (IDEA	Parents will be invited to attend training on how to work with children with special behavioral needs.
4	Head Start	Head Start Pre-kindergarten teachers will conduct at least two home-visits to discuss students' academic and behavioral progress and to offer support to the parents and families.
5	VPK	Parents, VPK teachers and kindergarten teachers will work together to help students transition to the regular public school program. Activities may include: coordinated meetings with parents, VPK teachers, and the Kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, etc.
6	Pre-K Monday Funday	Through collaboration with Title I, Head Start and VPK, every Monday night, engaging family literacy activities are planned for pre-k students and their parents. At each <i>Monday Funday</i> event, there is always an instructional component to help parents learn to teach readiness skills to their child. A school psychologist is available for consultation with parents at <i>Monday Fundays</i> . . A research-based parent curriculum is provided to parents at the fourth <i>Monday Funday</i> of each month

## Annual Parent Meeting

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, Adequate Yearly Progress, school choice, and the rights of parents.

	Activity/Tasks
1	Advertise/publicize event - posting on school Web site, Publish invitation in School Newsletter, advertise on marquee, ALERT Now message sent to parents
2	Develop and disseminate invitations - flyer with date of dissemination, publication in School Newsletter, posting on School Website
3	Develop agenda, PPT, Title 1 handouts, and presentation materials that address components
4	Conduct Title 1 Annual Meeting
5	Maintain documentation of the meeting

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## Flexible Parent Meetings

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, transportation, child care, or home visits, as such services related to parent and family engagement [ESEA Section 1116].

**Response:** The leadership of Osceola Elementary has a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents of participating children will be offered in the evenings. We will schedule them on multiple nights/times involving different grade levels so parents of multiple school aged children may attend all meetings. Feedback from parents details that this time works best for the families of our students. Most of our parents work during the day and we have a good turn out during evening events. Our attendance is strong for our Curriculum Nights/Open House. We will offer before, during, and after school conferences. This is to accommodate our parents who work during the day and at night. We will also offer Read and Feed Nights during different times and different days of the week during the school year. We will offer some parental involvement activities during and before the school day, such as our Holiday luncheons and parent breakfasts. In addition, we will offer parental involvement activities during the evening, such as our Art Walk, 3rd, 4th, & 5th Grade FSA trainings, AVID nights, various Parent Informational Workshops, etc. These will also be held on different days of the week. Child care will be provided through creative events including teacher-led Read and Feeds as well as reaching out to our local colleges for education students who want some hours and experience working with children. We will use our school newsletter to address these barriers for some of our school parental involvement activities. We will also make home visits as necessary.

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## Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family 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. 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. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116)].

	Content or Type of Activity	Implementation
1	Florida Standards; Online links to the information	Parents will be provided with the Osceola Web Site address ( <a href="http://www-oes.stjohns.k12.fl.us">www-oes.stjohns.k12.fl.us</a> ) where there is a link to the Florida Standards. These standards will be summarized during curriculum night and parents will be given strategies on how to help their child.
2	Parent Conferences	Teachers will conduct individual conferences to discuss each child's assessment results, expectations, and goals for the school year.
3	3rd, 4th, and 5th grade FSA nights	Parents will gain knowledge about the specific content of the FSA and will be provided with strategies to work with their child and help their child be successful.
4	Read and Feed Nights	Parents will be provided with instruction on strategies to use when reading with their child. They will also be given an opportunity to practice these strategies and spend time listening to their child read.
5	Writer's Showcase	Parents will be given an opportunity to come spend time with their child in our library. Parents will listen as students read what they have written and then discuss their child's writing.
6	Book Character Parade	Parents are encouraged to help their child choose a book and then the student will dress as a character in the book. Parents will be invited to see the students parading around dressed as book characters.

7	Family Fun Nights	Parents will be invited to join their children and have a night of fun with Osceola Staff at school or at another location while staff discusses ways parents can assist their child.
8	Art Walk/Ice Cream Social	Parents will be invited to view their child's art work which will be on display around the school and enjoy ice cream as a family which will give both parent and child an appreciation for art and allow a discussion to take place.
9	Music Performances	Parents will be invited to choral/drama performances. They will see their child performing in the arts as a family. These performances usually have a Social Studies based lesson imbedded.
10	Dad's Breakfast	Fathers or father figures will be invited to eat breakfast with their children. They will spend time together at school and hear a motivational speaker related to character building. Parents can discuss with their child the importance of having good character and how it affects their achievement in school.
11	Kindergarten Welcome Walk	Parents of kindergarten students will be invited to get information about what will be expected of parents/students in first grade and how those expectations will affect student achievement.
12	Prep for Middle School	Parents and 5th grade students will be given information on the transition to middle school and how parents can play a role in helping to make the transition as easy as possible so that students have a better chance of doing well academically.
13	K-2 and 3-5 AVID Nights	Parents will gain knowledge about the specific content of AVID and will be provided with strategies to work with their child and help their child be successful.

## Staff Development

Describe the **professional development activities** the school will provide to educate the teachers, specialized instructional personnel, principals, other school leaders and other staff with the assistance of parents/families, **in the value and utility of contributions of parents/families, including how to reach out to, communicate with, and work with parents/families as equal partners.** Include implementation and coordinating of parent/family programs and in details of building ties between parents/families and the school. [ESEA Section 1116]

	Activity	Building Ties Between Parents/Families and the School
1	A component of principal updates will be distributed to teachers that includes information on the value of parental involvement	Improve the ability of staff to work effectively with parents by providing examples of best practices for parental involvement.
2	Communicating and working with parents; Train the Trainer	Volunteer Coordinator will train staff to work effectively with parents.

## Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children [ESEA Section 1116].

**Response:** Osceola Elementary will strive to provide opportunities for parents to become involved at home and at school. Our Volunteer Coordinator will obtain needs assessments from teachers and then be the liaison between teachers and parent volunteers to send things home so parents can help from home. Parents will also complete a needs assessment to determine what resources are needed by them.

During parent conferences and RTI meetings, teachers and staff provide suggestions/materials for parents to assist their child. Trainings such as "Redirecting Children's Behavior" are also offered within our district.

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## Communication

Describe how the school will provide parents of participating children the following:

- Timely information about the Title I programs;
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to obtain;
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- If the school-wide program plan is not satisfactory to the parents of participating children, how the parents will submit the parent/family comments [ESEA 1116].

**Response:** At the Annual Meeting of parents in September, Osceola will hold classroom meetings where information will be presented about the curriculum and academic assessments. This information will be presented by classroom teachers and by watching a presentation made by the principal. Parents will learn about the school-wide program, learn how to schedule parent-teacher conferences, and will be provided with opportunities for participation and decisions related to the education of their child. Parents will be given a copy of the parent handbook and a copy of the Parental Involvement Policy Brochure. Teachers will also provide additional information on the subjects they teach, assessment plans, and on how parents can help at home. The same information will be provided in an informational packet distributed the following day for all parents who could not attend. Teachers will obtain sign-in sheets. They will provide a copy to Title I who will also maintain documentation on the dissemination of information distribution method and timelines. Parents will be given the Osceola website address which gives them access to the Florida Standards and the entire Parental Involvement Policy.

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## Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

**Response:** American Sign Language translation services will be available upon request at Osceola Elementary School. Parents may request an interpreter for conferences/meetings.

A translator may be requested to be in attendance for meetings and conferences with a translator for Non-English speaking parents as feasible. Upon request, materials will be translated to ensure that parents are able to fully understand written communication. These services will be advertised in Osceola's School Newsletter.

Teachers will provide flexible options for school conferences.

Administration will use the Blackboard Connect program to communicate via text, email and phone calls.

## Discretionary Activities (optional)

Discretionary School Level Parental Involvement Policy Components: include any activities that are not required, but will be paid for through Title I, Part A funding (for example home visits, transportation for meeting, activities related to parent/family engagement, etc.).

	Activity
1	Provide information and training sessions with parents on the SAC team to assist them in becoming effective parent leaders to enhance the involvement of other parents.
2	Make home visits when we are unable to get parents to come into the school for necessary meetings/conferences - Provide parents with necessary information regarding their child's academic performance, behavior, or attendance issues in order for parents to better help their child perform well academically

## Evaluation of the Previous Year's Parent and Family Engagement Plan

### Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) [ESEA Section 1116].

	Barrier	Steps the School will Take to Overcome
1	Lack of Parental Participation	Sending home invitations to events, advertising events in the school newsletter and on website, listing events in marquee in front of school, offering food to encourage more participation. As is feasible, we will continue to offer interpreters for parents who are disabled or who are limited English speaking and provide translated documents.
2	Poor attendance of some students	Incentive programs for tardy free and perfect attendance
3	Parent attendance at academic meetings	Make school a more comfortable place by tying social activities to academic conferences.

## Building Capacity Summary for the Previous Year

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting.

	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Assessments discussed during individual conferences	2	500	Teachers conducted individual conferences to discuss each child's assessment results, expectations, and goals for the school year.
2	3rd, 4th, and 5th grade FSA nights	1	40	Parents were informed about the specific content of the FSA/Science FCAT (5th grade only) and will be provided with strategies to work with their child and help their child be successful.
3	Read and Feed Nights	9	50	Parents were provided with instruction on strategies to use when reading with their child. They were given an opportunity to practice these

				strategies and spent time listening to their child read.
4	Book Character/Vocabulary Word Parade	1	600	Parents helped their child choose a book (grades K-4) or a vocabulary word (grade 5) and then the students created a costume and dressed as a character in the book or as the word. Parents attended the school parade.
5	Volunteer Breakfast	1	30	Volunteers were served breakfast by our staff to show appreciation for their efforts.
6	SAC/PTO Meetings	9	20	Admin, teachers, and parents worked together to raise funds for learning materials and planned and hosted activities to promote parental involvement.
7	Night of the Arts/Ice Cream Social	1	400	Parents were invited to view their child's art work which was on display around the school and also listen to their students in a musical performance and then enjoyed ice cream as a family.
8	Music Performances	2	300	Parents attended choral/instrumental performances. They saw their child performing in the arts as a family. These performances usually have a Social Studies based lesson embedded.

**Attach Evidence of Input from Parents**

**Attach Parent-School Compact**

**Attach Evidence of Parent Involvement in Development of Parent-School Compact**