


Poplar Springs High School

I, Farica West, 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(39), 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 [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, 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 [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- 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 not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)]; and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.


Signature of Principal or Designee

9/26/18
Date Signed

2018-2019 Title I, Part A Parent and Family Engagement Plan

MISSION STATEMENT

The mission of the Parental Involvement Plan is to enable and encourage all parents to participate as informed partners with school personnel in implementing the Title I school and home programs in an effort to improve student academic achievement and school performance.

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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

The School Advisory Council (SAC) is the committee that makes decisions on parental involvement at Poplar Springs High School. These decisions include the Parental Involvement Plan through the SAC Meetings. The person responsible will be SAC Chairperson, Staff Members on the SAC and the School Administrator. These meetings will be four times a year: two in the fall and two in the spring. This will be measured by the adequate progress of the School Improvement Goals and objectives, and the SAC Committee's approval of the next year's Parental Involvement Plan. Poplar Springs High School follows the requirements of State Statute 1001.452 in the selection of members to serve on the SAC. Additional items the SAC will discuss, review, and revise with the input and/or feedback from parents: Review of the student/schools achievement on ELA (First meeting and also done in Title I Annual Meeting, students through reports and parent conferences); Review of student/school achievement on other benchmark assessments; i.e. I-Ready and district assessments (First Meeting and Title I Annual Meeting, each time the assessment is given); Dissemination of the School-wide Program Plan; School/District Accountability Report Card; inclusion of parents in the decisions on how to spend the schools' parental involvement allocation; School Parent Involvement Policy/Plan; Notification of resources available through the State Parent Information and Resource Centers; Parents Right to Know; Notification of students receiving instruction from a non-qualified teacher after 20 consecutive days. The SAC Meeting minutes will reflect the input from parents on the above topics. The minutes from the prior meeting are approved at each meeting to ensure accuracy of meetings. Requests from parents through the SAC Meetings and other correspondence on additional topics identified in Section 1118 or strictly based on a parent's need is addressed in the SAC Meeting, when appropriate, and/or staff meetings to determine the feasibility of implementation and return on investment.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares 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)].

Parents of students with disabilities may participate in IEP meetings, parent meetings and parental involvement activities with an ESE teacher present. The school is equipped for both parents and students with disabilities to have full access of the school, which is in compliance with ADA. Parents of ELL students are provided with an interpreter from PAEC for parent meetings. Information can be provided in their native language if requested. ELL students and migrant students are identified through the home language survey, which is part of the registration form.

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-Parents of ELL students are provided with an interpreter from PAEC for parent meetings. Information can be provided in

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their native language if requested.

Building Capacity to Support Parents' Involvement in School		
3. Shall provide assistance to parents of children served to understand the requirements of Title I.		
Building Capacity Activity	Impact of Activity	
Training module on parent value and contributions	Improve knowledge of the Title I Program	Improve By: 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal	All Parents	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Title I Annual Meeting		
Communication Tools	Coordination with:	
FOCUS Student Data System	Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Sign-in Sheets	Promote Family Engagement	
Building Capacity to Support Parents' Involvement in School		
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.		
Building Capacity Activity	Impact of Activity	
Effective utilization of parent/teacher communication tool(s)*	Improve Parent Participation Rates	Improve By: 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Resource Teacher	Teachers	
Timeline of Activity		
Calendar Timeframe	Time of Day	
Second Quarter	Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training		
Communication Tools	Coordination with:	
Email	Title II, Part A- Staff Training	

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Evidence of Activity	Reason for Activity
Meeting/Training Sign-in Sheets	Promote Parent/Teacher Communication