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December 12, 2014

Michelle Wilson
Florida Virtual School
2145 Metro Center Blvd., Suite 200
Orlando, FL 32835

Dear Ms. Wilson:

We are pleased to inform you that Florida Virtual School 2014-15 LEA Parental Involvement Policy/Plan meets all of the requirements outlined in Section 1118 of the Elementary and Secondary Education Act.

Please be reminded that the LEA is required to share the contents of the parental involvement policy/plan 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 feel free to contact Wanda Young by email at Wanda.Young@fldoe.org or by phone at 850-245-0690.

Sincerely,

Sonya G. Morris

SGM/wy

SONYA G. MORRIS, CHIEF
BUREAU OF FEDERAL EDUCATIONAL PROGRAMS

FLORIDA VIRTUAL SCHOOL Title I, Part A Parental Involvement Plan

I, Ronald Blocker, 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 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: Parent and family involvement is a centerpiece of the Florida Virtual School - Full Time (FLVS-FT) school model and is integral to improve student academic achievement. FLVS-FT promotes the belief that parents/guardians are the first teachers in a student's life. In order for students to be successful, parents/guardians serve as Learning Coaches, this role demonstrates that a parent-school-teacher partnership is a central focus to advance student learning. This partnership can have a powerful impact on

engaging families effectively in their child(ren)'s education.

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: Parents are involved in the development of the LEA and school-level PIPs facilitated through virtual meetings, distribution of the plan, and documenting discussion of the PIP in through minutes of the meetings. Late spring, parents were provided a copy of the prior year PIP and a discussion was held in which parents were encouraged to provide input on the plan. Parents were provided an opportunity to provide input to the plan and discuss the 1% reservation to schools. After consultation with parents 100% of the allocation will be distributed equally to both schools.

Additional meetings regarding the plan are planned throughout the 14-15 school year. The School Advisory Committees, serve as the District Parent Advisory Committee, and will review and discuss the plan at the beginning of the school year, mid-year, and at the end-of-year to develop, review, and evaluate the Parental Involvement Plan for the district and the school. During these meetings, discussion of the use of the Title I Parental Involvement reservation and how the schools have implemented the planned activities with the reservation of funds.

Parents will be involved in the review of the LEA Plan during the fall. Parents will receive a copy of the LEA Plan and be provided an opportunity to provide input and comments.

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: Florida Virtual School will provide technical assistance and other support to assist the Title I schools in planning and implementing an effective parent involvement plan which further builds capacity of parents to improve academic achievement of their child and overall school performance. The District set aside 1% of the Title I allocation for parent involvement and distributed 100% to Title I schools, at the beginning of the 2014-15 school year. During the summer before the 2014-15 school year, a technical assistance meeting was provided for school-level administrators and school parent liaisons on the importance of parental involvement. During this training, the PIP requirements were discussed, including the notifications, reservation of funds, and outreach activities that will be implemented during the school year. Additional technical

assistance will be provided to school-level administrators and parent liaisons throughout the school year by attending technical assistance meetings and workshops. Meetings will address best practices for communicating with parents, development of parent notifications and surveys. Assistance is provided to schools to help them write their school level PIP, compact, and PI summary. A timeline is provided to schools to ensure that all PI activities are completed in a timely fashion.

The LEA will utilize the FDOE rubric to review school-level PIPs. School PIPs will be reviewed in October/November by the Title I Administrator to ensure all the requirements have been completed and to ensure that all plans to involve parents have been aligned with the Title I application and LEA PIP. The evaluation results from the previous year will be utilized to ensure improvements have been made to the plans.

The LEA has contracted with a technical assistance provider to meet with LEA and school-level parent involvement liaisons to provide ongoing training and support for the implementation of planned parental involvement activities. Activities will be planned for the year and will be regularly evaluated by the school team and Title I administrator to ensure the activities are effectively involving parents in the students' academic careers. The Title I administrator will meet with the school team throughout the school year to monitor compliance and documentation. In addition, title I school administrators and parent liaisons will receive professional development to further their Title I program understanding and its parental involvement requirements.

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	ELL Team (Do not receive Title III funds)	While FLVS-FT does not receive Title III funds, each school's parent liaison will work with the Title I, ELL department, and enrollment office to identify speakers of other languages and encourage participation of ELL families at Title I meetings. Translation needs will be identified so notifications and translation services can be provided if deemed necessary and appropriate. Schools can provide information on services available to ELL students and parents through the Title I/Parent Involvement school newsletter.
2	Title II, Part A	Title I and Title II funds are coordinated to provide professional development activities for Title I school teachers and administrators. Professional development will include the "Getting Data Wise" program so school staff will be better equipped to analyze and share school/student data to better inform parents/families of accessing and using information about their school and child's progress.

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 District will take the following actions to conduct, with parents, an annual

evaluation of the parent involvement plan in improving the quality of the Title I schools.

The FLVS-FT SACs will review at least two times a year to develop, implement, and evaluate and revise the LEA's PIP. The evaluation meeting will occur during the spring and is offered to parents virtually to promote the highest possible participation of Title I parents. The invitation for the evaluation meeting will be web mailed to parent directly, as are all communication with FLVS-FT parents. Parents will be able to review the PIP in advance of the meeting and provide comments during the virtual evaluation meeting. The school principal and/or LEA administrator and parents will discuss the use of funds, the effectiveness of activities, and analyze participation data. A summary of parent survey data will be provided to parents and will be evaluated during the meeting. If barriers to participation are found, they will be discussed and parents will provide suggestions on removing the barriers to increase participation. The outcomes of these meetings will be used to develop next year's PIP.

FLVS-FT schools will solicit parent comments about the parent involvement activities through the use of a survey evaluation form and provide space for the parents to document any comments.

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)].

Not Applicable

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	Leadership Training	Title I Administrator	Designing PI strategies that align with the student achievement goals of the Title I application	August 2014	School Leadership and Parent Involvement Liaisons will have a deeper understanding of further developing the partnership with parents.
2	Technical Assistance Meetings	Title I Administrator	Provide training to school- and district-level administrators on the value and utility of parental involvement	Quarterly throughout the year-ECTAC	Improved strategies for involving parents in increasing student achievement
3	School Level Parent Liaisons	Principal - Title I Administrator	Increase student achievement based on improved parental	Ongoing-ECTAC quarterly	Increased student achievement

			engagement.	meetings	
4	Faculty/Staff Training	Principal	To train school teachers/staff to better engage parents in the virtual parent involvement community wide activities to further ties between parents and the school.	August 2014	The faculty/staff have built ties to increase parent involvement.

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: FLVS-FT can ensure that parents receive and read specific information by a FLVS-FT administrator or teacher using the FLVS-FT learning management system. Information that is provided to parents can be "Read Required" and is marked "Read Receipt" once the communication is read. When using this method a parent cannot proceed to any other activity until the communication has been read. This is how FLVS-FT ensures that strategic information is received and read by parents.

As a virtual school, FLVS-FT makes effective use of all available technologies (WebMail, web conference sessions, message boards, telephone) to distribute information to parents, who are typically online each week. Information can also be provided in hard-copy mail; however, hard-copy mail is seldom utilized as that is not our main method for communication.

Upon enrollment, a family is identified as having a need for translation services. When a need is identified, the district and schools use bilingual staff members who can assist non-English speaking families. FLVS-FT is able to use technology and the working partnership between parents/Learning Coaches and the school staff to facilitate the full participation of parents who might otherwise face barriers to involvement. All required communications and notifications if deemed necessary and appropriate will be translated into the family's native language. With notice, translators can be provided during meetings to ensure full participation of all parents.

Parents with disabilities who might otherwise find it difficult to participate in their child's brick-and-mortar classroom can readily interact in the virtual school. The use of technology such as Blackboard Elluminate and web conferencing sessions are examples of technologies that are used to facilitate communication and eliminate physical or geographical barriers. These types of needs are typically identified during teacher-Learning Coach or teacher-student conferences, but may also be identified on the annual parent satisfaction survey, during the annual parent meeting, or through feedback submitted through the learning management system.

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	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)];	FLVS provides parent meetings at flexible times that are recorded and made available to all parents for viewing at any time. FLVS K-8 teachers conference with parents virtually at least monthly to discuss the students' progress.	Title I Administrator, school principals, teachers, and school parent involvement liaisons	Parents receive tools and information to help their child at home. This information is accessible at any time for the convenience of parents.	Ongoing

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

Uploaded Document

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of the activities provided during the previous school year designed to build the capacity of parents to help their children [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Professional Development - Ruby Payne Workshop	1	3	School staff better understanding of barriers that Title I students face due to socioeconomic status.
2	Annual Title I Meeting - Recording distributed to all	4	500	Provide parents a better understanding of Title I requirements and expectations
3	Parent "Virtual School" Orientation/Training	1	3500	Parent are trained on the virtual school model to better assist their children with school work at home.
4	Title I Evaluation Meeting -	2	45	Parents have the opportunity to provide feedback on effectiveness of Title I program and the district and school level PIP
5	Title I School Parent Survey	2	2000	Survey results were utilized to evaluate the parent involvement strategies and plan.

Staff Training Summary

Provide a summary of the professional development activities provided during the previous school year 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	Leadership Training	2	10	Designed PI strategies that align with the student achievement goals of the Title I application
2	Technical Assistance Meetings	4	6	Provided training to school- and district-level administrators on the value and utility of parental involvement
3	Ruby Payne Workshops	1	3	Training provided administrators with understanding barriers many Title I students face due to socioeconomic status.

Private School Summary

Provide a summary of the parental involvement activities provided during the previous school year for private schools implementing a Title I, Part A program [Section 1120(a)(1)].

Not Applicable

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 current 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	Lack of time (all subgroups)	Continue to encourage parents to attend the activities through multiple communications and advise parents who cannot attend to view the recorded presentation on FLVSFT's website
2	Parents can be overwhelmed with the technology (all subgroups)	Encourage all parents to receive the training that is offered by FLVSFT. Teachers also serve as a resource to assist parents in understanding the learning management system and the tools available.
3	Parents lack understanding of changes in state assessments	Encourage more attendance at the parent nights to build capacity of parents and to increase parents' foundational understanding of state assessments. Separate the math and science day by discipline to offer parents more specified training.

Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the previous school year 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
1	Effective Communication	The Learning Management System requires parents to review certain information disseminated by the LEA or schools. Parents are unable to move forward in the Parent Portal until the required information has been reviewed. This system ensures that all parents receive all communication in a timely fashion with opportunity for response. Parents meetings are also held in the online parent portal. Parents may speak verbally using a microphone or may use a chat box. Parents discuss strategies for assisting their child with lessons that other children are struggling with, collaborate and discuss ways to be more involved in their child's academic career, or can have content-driven discussions lead by the Title I teacher.
2	Increasing Parent Participation	Parent and family involvement is underscored in the Learning Coach model. Each family signs an agreement when enrolling their student (in addition to the Title I compact) that designates the parent/guardian as the child's Learning Coach. The Learning Coach is responsible for working with the child at home under the guidance of the child's teacher. The Learning Coach is intimately familiar with their child's progress on a day-to-day basis. The Learning Coach model puts the parent at the center of the child's learning. In the K-5 grades, the Learning Coaches are directly involved with students' day-to-day learning, and continues the partnership between parent, child, and school. In grades 6-12, Learning Coaches play an important oversight role, but students begin to work with their teachers more independently, taking on increasing responsibility for their learning.
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