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December 08, 2015

Susan W. Voorhees
Baker County School District
312 South Boulevard East
MacClenny, FL 32063

Dear Ms. Voorhees:

We are pleased to inform you that the Baker County 2015-16 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 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 contact Tony Graham via email at Tony.Graham@fldoe.org, or by telephone at 850-245-9893.

Sincerely,

Sonya G. Morris

SGM/tog

BAKER Title I, Part A Parental Involvement Plan

I, Sherrie Raulerson, 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

Sherrie Raulerson

Feb. 13, 2015

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



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2014-2015 LEA Parental Involvement Adoption Page

LEA or District Name:

This policy was adopted by the LEA on 08/01/2014 and will be in effect for the period of one year through 07/31/2015. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before 08/18/2014.

Susan W. Voorhes

(Signature of Title I Authorized Representative)

Feb. 13, 2015

(Date)

Provide evidence that the LEA PIP was developed with the input of parents and based on the evaluation of the previous year PIP.

BAKER Title I, Part A Parental Involvement Plan

I, Sherrie Raulerson, 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: The mission of the Baker School County School District is to provide successful and effective parental involvement policies, programs, and activities to strengthen relationships among parents, teachers, principals, administrators, and other school personnel in meeting the educational needs of our children.

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: The Baker School District will take the following actions to involve parents in the joint development of its district-wide parental involvement plan and LEA plan:

1. Invite parents to various Parent Involvement District School Advisory Council

meetings. (Parents are invited to become active members of their Title I SAC. Each Title I School SAC elects parent representatives to serve on the LEA

DPAC. These elected officials serve on the LEA Parent Involvement District School Advisory Council.)

2. Ensure all Title I principals place the Title I Parent Involvement Plan on their school advisory council agenda for parental review.

3. Provide online and or hard copies of the Title I Parent Involvement Plan.

4. Provide opportunities for personal meetings with parents.

5. Create surveys for parents that are available in multiple formats

6. Ensure that the local school conducts a parent orientation within the first weeks of school.

7. Host an open house in each community school.

8. Provide on-going Title I information in all school communication forums.

To involve parents in the process of school review and school improvement and in determining how parental involvement allocation will be spent, the Baker School District will:

1. Utilize the pertinent information from the annual survey to revise/update school improvement plan strategies.

2. Identify barriers that prevent parental involvement.

This identification will be made by careful review of local SAC participation

(minutes, monthly discussions with principals, District SAC meetings)

3. Involve parents in identifying solutions to barriers.

4. Ensure the District Advisory Council addresses identified parental issues. (Process of selecting members of the group: Each Title I School Advisory

Council elects parent representatives to serve on the LEA DPAC.)

5. Communicate the results of the evaluation to parents.

6. Share district and school evaluation results with every school in order to build capacity.

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: The Baker School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

1. Develop and disseminate parent involvement workshop activities to assist parents in understanding the curriculum and how to help their child in academic achievement. These activities are designed by the individual schools and the LEA. The planning for the activities begin in August each year and the activities are monthly at each Title I School and six times a year at the LEA level ending in July. The persons responsible for school level Parent Involvement activities include the principal, assistant principal, reading coach, and parent SAC members. The persons responsible for LEA level Parent Involvement activities include the Title I Director, principals, assistant principals, reading coaches, and parent DPAC members.
2. Provide Title I Parent's Guides.
3. Provide content within the parent's guide to assist in student achievement, Parents-Right-To Know details, Title One Programs, NCLB Requirements, etc.

The LEA will monitor the implementation of the schools' parental involvement programs by participating in many of the Title I Schools' Parent Involvement Activities, making fidelity checks, and monitoring newsletters, invitations, newspaper and website information, parent event evaluations and sign-in sheets. The LEA will compare activities and actions against the schools' current Parental Involvement Plans at least four times per school year. (LEA school-level PIP reviews are conducted September, December, February, and April.)

Before development of each year's school-level parental involvement plan, the LEA holds a workshop with all Title I schools to review the requirements of Section 1118 and requires the LEA's approval on all developed school-level PIP before final vote by SAC and submission online to FLDOE. During this LEA level PIP meeting areas identified in evaluations and surveys are discussed to brainstorm ways to better serve our parents, too.

School-level Parent Involvement Policies will be reviewed at the District level, as well as taking the following actions:

1. Require that each school improvement plan contains parental involvement strategies.
2. Collaborate with school leadership to provide technical assistance regarding effective parent involvement activities.
3. District staff to attend local SAC meetings and/or open house activities to present parent involvement information.

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	Establishment of joint meetings; Dissemination of information via electronic formats; Inclusion of parent topics/issues on meeting agendas; Host meetings with school staff, district staff, for the purpose of collaboration activities, IEP strategy development, articulation
2	FDLRS /Child Find	Establishment of joint meetings; Dissemination of information via electronic formats; Inclusion of parent topics/issues on meeting agendas; Host meetings with school staff, district staff, for the purpose of collaboration activities, IEP strategy development, articulation
3	The Clay, Nassau, Baker, Bradford Early Learning Coalition	Establishment of joint meetings; Dissemination of information via electronic formats; Inclusion of parent topics/issues on meeting agendas; Host meetings with school staff, district staff, for the purpose of collaboration activities, IEP strategy development, articulation
4	Episcopal Children's Services	Establishment of joint meetings; Dissemination of information via electronic formats; Inclusion of parent topics/issues on meeting agendas; Host meetings with school staff, district staff, for the purpose of collaboration activities, IEP strategy development, articulation

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 Baker School District will take the following actions to conduct an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation regarding its parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The actions to be implemented are:

1. Ensure the district school advisory council annually reviews and revises the prior year evaluation results
2. Survey the schools to get feedback and evaluate the district parent involvement program

3. Include parent involvement questions in climate surveys
4. Utilize the parent involvement survey
5. Ensure forms are culturally sensitive to all backgrounds of parents
6. Establish a meeting with each administrator at the end of the year and utilize results for planning the subsequent year's project.
7. Carefully review and explain results with the local school advisory council prior to the completion of the process of updating the school improvement plan.
8. Maintain documented proof (sign in sheets, agenda) of discussion and opportunity for input regarding survey results.
9. Make recommendations to each participating school for strategies in improving parent involvement for inclusion in the school improvement plans.

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	Reading/Parent/School Capacity Building-7 Keys to Comprehension Book Study	Title I Coordinator	Florida Standards proficiency	Jan/Feb, 2016	Event Evaluations and Assessment Results
2	Math Training/parent education; Active Parenting Now	Title I Coordinator	Florida Standards proficiency	Mid Oct-Feb, 2016	Event Evaluations and Assessment Results
3	Kindergarten Readiness Classes for Parents and Students	Title I Coordinator with PreK/K Center	School Readiness/Building Parents' Capacity to Assist in establishing good routines for student success	Jan through April 2016	Event Evaluations and Assessment Results
4	After School Tutoring Transportation	Title I Coordinator	Florida Standards and Next Generation Standards proficiency	October through March 2016	Report Card Grades, Attendance, and Assessment Results
5	Florida Standards and Next Generation Sunshine State Standards/Common Core Standards;Hard copy dissemination of materials	Assistant Principal and classroom teacher	Provide parents at teacher-student-parent conference with grade specific information outlining the NGSSS and Common Core Standards their child will be taught during the school year. Places to help guide parents and the school planner will be discussed	September-October 2015	Progress reports, report cards, DEA Assessments, FAIR. Sign in sheets and signed compacts will be evidence of this activity.

			as tools for parents to assist their child.		
6	All applicable assessments are discussed during Teacher-Student-Parent Conferences	Classroom Teachers	All Title I Schools hold school start up Compact Conferences to discuss all areas of academics for their child. Each teacher outlines all assessments;FCAT, FAIR, DEA ThinkLink, Reading Assistant, FastForWord, Orchard Math, Gates-MacGinitie, Teacher-Made Assessments, and Alternate assessment (FAA and/or CELLA) if applicable.	September-October 2015	Progress reports, Student Planner, and report cards.
7	Response to Intervention Meetings	Guidance Counselor, Classroom Teacher, Reading Coach and a Principal.	Content and behavior specific meetings will be held to provide parents information on their child's progress on grade level proficiencies, strategies used in the classroom, and to plan to provide best academic support for child's success.	On an as needed basis for academic struggling students.	Progress reports, Student Planner, and report cards.
8	Grade Level Parent Nights	Grade Level Department Chairs and selected Grade Level Teachers	Grade level and Content Specific Sessions will be provided for parents. Actual lessons, strategies, and assessment items are reviewed to inform parents and to give them tools to assist in their child's education.	Grade Level Nights occur between October and February 2016	Progress reports, Student Planner, and report cards. Parent Evaluations of the session's effectiveness.
9	Family Reading Nights	Each School's Reading Coach and Media Specialist	Accelerated Reader and other Reading/Literacy Programs are highlighted. Parents are also trained in how to help their child in comprehension, fluency, and vocabulary development.	Mid Sept-March 2016	Event Evaluations and Assessment Results
10	GED Preparation Classes with Child care provided	Adult Education Director	Parents are offered the opportunity to attend in GED preparation classes at the Adult/Vocational Education School with child care provided.	GED Preparation Classes run from Sept 2015 to June 2016	Attendance rosters and passed GED exams

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	Reading/Parent/School Capacity Building--7 Keys to Comprehension Book Study	Title I Coordinator	Common Core & Next Generation Standards proficiency	Jan/Feb, 2016	Parental Contact Logs, Event Evaluations, and Assessment Results
2	Active Parenting Now	Title I Coordinator	Common Core & Next Generation Standards proficiency	Mid Oct-Feb, 2016	Parental Contact Logs, Event Evaluations, and Assessment Results

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: In order to ensure information related to the school and parent programs, meetings and other activities, is sent to the parents of participating children in an understandable format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, the school district will take the following actions:

1. Based upon need, the district will provide translation for documents, to the extent possible, for parents.

The LEA has purchased Parent Brochures regarding Title I and related services in Spanish for distribution. The LEA does have meeting notices in English, Spanish, and French Creole (Haitian).

The LEA has local translators for Spanish that can be scheduled to assist in enrollment, attend conferences, RtI Meetings, and IEP Meetings. These translators also assist teachers in calling the parents to inform about special events, field trips, class parties, and Parent Night events. The LEA has a very limited number of translators to assist with Vietnamese and Chinese for the same purposes mentioned. The LEA has contracted services to get needed documents translated in a parent's native language in a very timely fashion. The LEA has contact with the Florida School of the Deaf and Blind for large print, Braille or American Sign Language referrals. The LEA's small size allows for monitoring of schools providing information in an understandable language because all of these services are coordinated through the LEA contact. Persons responsible for proper language translation are: LEA Title I Director, School Principal, School Guidance Counselor, and the Classroom Teacher.

2. 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) by contacting parents to assess their individual needs, such as: varied meeting times, understandable language (jargon free), language translation, sign language, large print, Braille, mobility, handicapped access, transportation or any other expressed need to participate in their child's education (to the extent practical).

3. Utilize the district parent leadership council to determine any expressed needs for format revisions to any district document.

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:

Not Applicable

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 offered to help build the capacity of parents improve their children academic achievement [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Open House at Title I Schools	2	600	Improved parent involvement/improved academic outcomes
2	Parent Conferences/Compact reviews/Individual Sessions	900	900	Improved parent involvement/improved academic outcomes
3	Parent Reading Nights	960	960	Focus on Literacy Skills
4	MTSS Team Meetings on individual students	225	225	Improved parent involvement/improved academic and socio-emotional outcomes

Staff Training Summary

Provide a summary of the professional development activities provided 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	Multiple PD offered covering FSA and Literacy Skills-how to get parents involved in helping	4	120	Increased achievement in all areas

Private School Summary

Provide a summary of the parental involvement activities provided 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 upcoming 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	Transportation for some parents	Flexible times of meetings. Offer transportation in some cases

2	Lack of Adult Literacy Skills	Inform parents of District Adult Literacy Classes and offer liaison assistance.
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Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the previous school year that 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
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