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December 6, 2016

Ms. Karen Malits
Indian River County School District
6500 57th St
Vero Beach, FL 32967

Dear Ms. Malits:

We are pleased to inform you that the Bureau of Federal Educational Programs has received Indian River County's 2016-17 LEA Parental Involvement Policy.

Please be reminded that the LEA Parent Involvement Policy/Plan must meet all of the requirements outlined in Section 1118 of the Elementary and Secondary Education Act. The LEA is also 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

INDIAN RIVER Title I, Part A Parental Involvement Plan

I, Dr. Mark J. Rendell, 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



10/31/2014

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

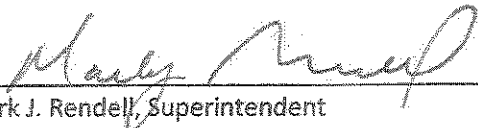


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2016-2017 LEA Parental Involvement Adoption Page

LEA or District Name: Indian River

This policy was adopted by the LEA on 10/03/2016 and will be in effect for the period of one year through 10/03/2017. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before 10/17/2016.



Dr. Mark J. Rendell, Superintendent

10/3/2016

Date

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

INDIAN RIVER Title I, Part A Parental Involvement Plan

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Pursuant to School Board policy 2111- Parent and Family Involvement in the School Program, the School Board recognizes and values parents and families as children's first teachers and decision-makers in education. The Board recognizes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

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 School District of Indian River County (SDIRC) Title I Department hosts an annual District Title I meeting at each school. The parents provide input into the development, implementation, and evaluation of all school related plans, including but not limited to Differentiated Accountability/School Improvement Plan (SIP), Parent Involvement Plan (PIP), and use of Title I Part A Parental Involvement funds. During the Title I annual parent meetings, an evaluation and review of the former and current school year LEA Parent Involvement Plan occurs. Title I Program staff present the LEA PIP at Title I meetings and are available to answer any questions or concerns parents may have regarding the LEA and school-based PIPs. Bilingual staff are available, when feasible, to ensure that parents of English language learners or those needing assistance in their heritage language may fully participate in the meetings. Parent input is invited and taken into consideration and revisions are made whenever appropriate.

There is parent representation on the School Advisory committees that oversee the school improvement and differentiated accountability guidelines/processes in all schools. Title I staff provide all Title I schools with training and information on ways to include parents in the school improvement process. In addition, and with coordination of the SDIRC Professional Development department, the District Title I Office supports professional development opportunities that increase staff's effectiveness of involving parents in their child's education. The District Title I Office, in coordination with the Human Resources Department, mandates that all instructional and administrative staff participate in Cultural Competencies, Child Abuse, Bullying and Sensitivity Awareness training. The Title I Office also provides a School-Family Partnership training opportunity. These professional development opportunities build the capacity of staff in the effective use of strategies to engage parents in the education of their children.

The Office of Assessment and Accountability provides training for the SAC personnel at each school site. Training includes gaining a thorough understanding of the School Improvement Plan (SIP) template/ process, understanding of an effective meeting agenda, and understanding of best practices in conducting an effective SAC meeting. In addition, ways to build strong SAC team membership, increase team commitment and involvement in the SIP, and strategies for monitoring the SIP goals on an ongoing basis are emphasized. These trainings are open to all parents. Parents are invited and

encouraged to become active members of the SAC and provide input in the development of all plans related to school improvement, including the PIP. Parent, staff, and student surveys are distributed and the results are analyzed to evaluate school and district needs. Data collected throughout the year is shared with parents, staff, school leadership teams, and the SAC. Decisions involving the use of the one percent of Title I funds reserved for parental involvement will be made during the development of SIP by the SAC and in the the development of the PIP. All parents of students in Title I schools are invited to be involved in leadership committees and participate in all Title I family engagement meetings. Of this one percent set aside, 100% is allocated to schools. Parents will participate in the development of the school Title I budget through participation in Title I meetings and the school-based SAC. The budget is developed with the involvement of the parents. The LEA monitors SAC memberships to ensure that parents are involved in the process.

In addition to participation in formal committees, there are many additional ways that parents can participate and provide input in parent involvement activities that occur at their child's school including, but not limited to:

- * Surveys
- * Verbal Feedback to School Staff
- * Annual District Title I meetings
- * Evaluation of Parent Nights
- * Annual School-based Title I meetings
- * Regularly scheduled and publicly posted School Advisory Council meetings
- * PTA
- * Parent comment box located in the District Office

SDIRC understands the importance of parent involvement and encourages parents to contact their child's school for additional information regarding parent involvement committees and meetings. SDIRC publishes a "Start to Finish Parent Guide," available in English and Spanish, that promotes and provides technical assistance to parents in ways to support their child. This guide is available in hard copy and on the SDIRC website. The Title I schools distribute the parent guides via backpack, at Family events, and/or with notices of availability. SDIRC also publishes a student progression plan so that parents have a clear understanding of matriculation guidelines.

Specific actions the LEA will take to involve parents in the required policies/plans and to involve parents in the process of school review and improvement consistent with Sections 1112,1116, and 1118, of the ESEA are described below:

- * The Director of Assessment and Accountability, the LEA testing coordinator, provides information, in the parents' home language when feasible, to parents via in-person community meetings, press releases, assessment calendars, district-created school report cards, and other assessment information available through the Districts' website.

- The LEA employs a full time Title I Parent Specialist that facilitates communication with parents and family involvement liaisons from Title I Schools on an on-going basis. This communication provides input into the development and periodic review of the Title I Parent Involvement Plan. The LEA provides technical assistance meetings and trainings for Principals and school-based leadership team members on NCLB requirements and the process for distribution of Title I funds to schools.

- District and school based staff participate in quarterly technical assistance meetings and NCLB workshops facilitated by the Title I Coordinator, Project Specialist, Parent Specialist and Title I Resource Teacher(s).

- The Title I Coordinator, Parent Specialist, and Title I Resource Teachers ensure that Title I Schools invite all parents from each school to participate in the annual Title I Meetings. The purpose is to empower parents to become knowledgeable about available Title I services and enable them to provide periodic review and informed input. The Title I Coordinator, Parent Specialist, Title I Resource Teacher and the administrators facilitate the meeting/ training.

- The Title I Coordinator, Project Specialist, Parent Specialist and Title I Resource Teachers participate in regularly scheduled meetings with the School Leadership team (SLT) to provide information on Title I services and other relevant programs, including but not limited to accommodations for ELL and exceptional education students and best practices to meet the needs of Migrant and Homeless families. Title I Program staff are also available upon request for additional technical support.

- The School District of Indian River County and the Title I Team utilizes multiple surveys and a variety of ways and settings to solicit parent input (e.g., telephone, written and verbal feedback, on-line, Twitter, committees, SAC Teams, open house, orientation, community settings, Title I meetings, family nights).

- The Title I Parent Specialist, Title I Resource Teacher, Title I Social Workers and school staff assist schools in effectively involving parents in the review of student performance data via meetings with parents.

- The Title I Coordinator, Project Specialist, Parent Specialist and Title I Resource Teachers will facilitate on-going reviews and make recommendations for revisions of the current LEA Title I Parent Involvement Plan/Policy, School PIP, and the School Improvement Plan (SIP). The Curriculum and Instruction Department and the Assessment and Accountability Department conduct peer reviews of all School Improvement Plans.

- A copy of the Title I Parent Involvement Plan/Policy and SIP will be made available to the Title I Schools' parents for review and input.

· The LEA provides technical assistance to all Title I Administration and ensures that the Title I School Parent Involvement Plan is available for parental review and commentary (e.g., online, hard copy, School Advisory Committee (SAC) Agenda, school newsletter and/or website, open house, Title I meetings, or personal parent meetings).

* The Title I Homeless Transition Teacher and the school social workers collaboratively work to provide assistance with securing community resources needed to support the engagement of families. With collaboration from a variety of local agencies, services include but are not limited to providing assistance with counseling, crisis intervention, uniforms, transportation, housing assistance, food, etc.

* Title I Homeless Transition Teacher and School Social Workers connect families with extended learning opportunities and after school recreational activities to support families as needed.

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: Throughout the school year, Title I school personnel receive ongoing support and technical assistance from the District Title I staff. This support is designed to assist them in the development of effective parent involvement activities and family engagement, which result in a PIP developed in coordination with parents. Regular technical assistance meetings are provided to Title I administration and leadership teams to review student achievement data and to assist school-based staff develop and implement all components of the required plans. These include but are not limited to: State and regional parent involvement forums/conferences/TA meetings.

Coordination and technical assistance is provided via a variety of ways including on-site training, phone calls, emails, site visits, CANVAS Title I site, and professional development opportunities.

Title I Program staff provide training and present parent involvement information at faculty meetings upon request. The District Title I Office provides technical assistance and support to schools regarding the development of school-level PIPs. The district Title I coordinator, project specialist, Title I resource teachers, and parent involvement specialist meet with Title I leadership teams to review school-level PIPs to ensure that all requirements of Section 1118 [34 CFR 200.30(e)] are met. Upon request, Title I district staff participate in school-level SAC committees, facilitate evaluation and review of PIP with parents and staff at the annual Title I meetings, and facilitate the presentation of the PIPs to the SAC members. The SAC meetings occur regularly throughout the school year at all Title I schools. The SAC meeting schedule provides the LEA the methodology in which the school-level PIPs are reviewed in a timely manner. Title I staff review the agendas of school-level parent involvement meetings and activities to assist schools in ensuring that the activities are effective and designed to promote student achievement. Bilingual Title I staff facilitate parent involvement trainings and meetings to ensure that parents whose heritage language is not English may participate fully in meaningful opportunities to become more involved in the education of their child.

Specific actions the LEA will take to provide coordination, technical assistance, and other support to assist Title I Part A schools in the planning and implementation of effective parental involvement activities to improve student academic achievement and school performance is detailed below:

- Technical assistance meetings are provided at each school throughout the school year for all Title I Administration and School Leadership Teams (SLT) to support schools in their review of current FCAT Science/ Florida Standards Assessment (FSA) data and the development, implementation, and review of their Title I Parent Involvement Plan and SIP.

- The LEA provides technical assistance and collaboration with school leadership team representatives (via meetings, e-mails, and phone calls) to ensure NCLB parent involvement requirements for district and schools are met for the School Improvement Plan, Parent Involvement Plan, and School Parent Compacts.

- The District Title I Team, in consultation and coordination with the school based leadership teams and the Professional Development Department, recommend district training and professional development for administration and staff on interpretation and implementation of current legislation. Additionally, the District Title I team provide opportunities for guest speakers and family involvement presentations at meetings.

- District Title I staff provides the "School Family Partnership" and "Cultural Competencies" training for school staff members to enhance their abilities to engage families in the education of their children.

- The LEA reviews each Title I School's Parent Involvement Plan to ensure that activities provide meaningful opportunities for parents to gain the needed skills and/or knowledge to become more involved in their child's education. Parents are actively engaged through collaborative conversations and/or interactive workshop activities designed to solicit parental input in the development of required plans.

- The District Title I staff regularly participate in regional East Coast Technical Assistance Center (ECTAC) family involvement team meetings/ FASFEPa and through this process is kept abreast of the most current research based findings and programs for family involvement. The Title I leadership meetings serve as the main forum for sharing and disseminating ECTAC and FLDOE information; however, District Title I staff share information through informal means as well and are available for consultation and assistance as requested.

- Parents, parent involvement school representatives, principals, and teachers are invited to attend Regional, District, and State sponsored training sessions, workshops, and conferences designed to support parent involvement and strengthen student academic achievement.

- The LEA shares information to all Title I Schools regarding all available parent involvement/ family engagement workshops and trainings as the information becomes available.

- The LEA ensures that all Title I Schools submit to the Title I office a listing of Parent Involvement Activities/Calendar. The Parent Involvement Plan serves as a school /parent activities tracking form. Additionally, the LEA requires sample copies of flyers, agendas, and sign-in sheets for all parent involvement activities (e.g., Open House, Family Nights, ProKids, ELA, Math and STEM Family Nights).

- The Title I district leadership team solicits recommendations, ideas and suggestions on parent involvement activities from parents and school staff during the meeting and shares this information with Title I Schools.

- The LEA may fund opportunities for guest speakers to provide parent involvement workshops and purchases researched based books and materials on parent involvement for Title I Schools, including bi-lingual materials.

- * District Title I staff provides technical assistance in the effective use of school-based parent resource rooms and/or materials.

- * District Title I staff facilitate Title I Part A compliance requirements via a CANVAS site for each school and the district.

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	Title II	Title II provides schools with supplemental funding to support the professional development needs of staff. Funds are used to support attendance at local and state conferences and pay for consultants related to strategies to support student achievement and facilitate effective family engagement opportunities.
2	Title III	Title III funds are used to support professional development activities and staff that strengthen students' academic achievement in English Language Acquisition and focus on strategies that help parents of English Language Learners participate in their child's education.
3	Title I Part C	Migrant staff will support family engagement by facilitating home-school communication, conducting parent involvement meetings, serving as a liaison between home and community resources, and monitoring student academic achievement.

4	Title X	Homeless program staff work closely with the Title I Office to coordinate services for the district's homeless students. Activities may include: coordinated meetings with parents, meetings with Title I, Homeless education program staff, administrative and instructional staff to discuss and plan for ways to overcome the barriers to success of homeless students.
5	VPK	Title I Part A supplements the funding of the district's VPK program. The Title I and VPK office work together to coordinate appropriate early childhood programs and transition programs for pre-K students who will enter kindergarten. Activities may include Kindergarten roundup meetings, parent meetings, and literacy nights. Title I teachers coordinate with VPK teachers to discuss specific learning needs and referrals. In addition, the Title I Program supports a summer learning opportunity, STEP into Kindergarten, for students who completed VPK and will enter Kindergarten at a Title I school in the Fall. This summer program helps to reduce the potential of "summer slide" for the VPK completers.
6	Redlands Christian Migrant Association (RCMA)	The Title I Parent Specialist collaborates with RCMA to disseminate information regarding parent involvement programs.
7	The Learning Alliance	The Learning Alliance (TLA) support the District's Moonshot Moment goal to have 90% of all children reading on grade level by the end of third grade in 2018! The Learning Alliance initiated a "Moonshot Moment Book Drop Off/Book Mobile" Program to supply students who attend a Title I school appropriate books to support parents and students at home. The Learning Alliance assists parents in preparing their children to be "Ready for Kindergarten" and offers extended learning opportunities throughout the district.
8	Education Foundation	The Education Foundation of Indian River County's mission is to enrich and enhance educational opportunities. Through the generosity of community partners such as Impact 100, Bank of America, The Community Foundation, The John's Community Service League, The John's Island Foundation, Motorola, AT&T, Toyota of Vero Beach, School District Education Foundation Matching Grant Program (from the Florida Legislature), Indian River Lawyers Auxilliary and a Business Partnership with Piper Aircraft, they have been able to help the Indian River School District achieve BIG Dreams. Some projects include: STEP into Kindergarten, Sneaker Exchange; School Supplies.
9	Head Start	Administrative staff at Head Start support Child Find activities for the Title I PreK-K Transition (STEP into Kindergarten) Summer Program. Title I staff work with Head Start to ensure Pre-K students are registered for Kindergarten at Title I schools.
10	Early Learning Coalition (ELC)	Title I staff coordinate with ELC staff to promote the Title I PreK-K Transition (STEP into Kindergarten) Summer Program that supports Kindergarten readiness and early enrollment for Kindergarten .
11	Food and Nutrition Services (FNS)	Title I staff coordinated with FNS during the summer program to provide free, nutritious meals to students.

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 LEA will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the Title I Parent Involvement Policy/Plan in improving the quality of Title I schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to economically disadvantaged, Homeless, Migrant, English Language Learner and minority subgroups). The LEA will use the findings of the evaluation to design strategies for more effective parent involvement. If necessary, the Policy/ Plan will be revised

utilizing the following data sources:

Review of the following documents: School FCAT Science/ FL Standards Assessment (FSA) and local benchmark results, Parent Surveys, and Family Involvement Workshop Evaluations. Feedback will also be solicited from parents and staff.

The District Title I Leadership team meets with school-level leadership teams throughout the school year (minimally on a quarterly basis). LEA and school-level Parent Involvement plans, implementation of activities, and evaluation data are discussed during these meetings to ensure that the parent involvement policy is of high-quality and in compliance with Title I requirements. Upon request, Title I staff also meet with parents via each Title I school's School Advisory Committee to discuss, review, and request input on both the school-level and LEA Parent Involvement Policy. In addition, a Title I Family Involvement Survey is disseminated to all parents of Title I students. The survey is translated into the district's dominant languages, when feasible. The results of the survey are collected, data is analyzed, barriers to participation and areas of concern are identified, and the results are subsequently reviewed at District and School Title I meetings. The evaluation is used to revise the PIP, school parent compact and to design parent involvement activities that result in increased parental participation and engagement.

Data results from the Fall 2016 Family Involvement Survey, revealed the following :

Greater parent participation was evident when events occurred in the evening, when meals were served, when multiple grade levels were involved, when multiple meetings/events took place in one night, when training was interactive for parents and students, when an academic informational night was combined with a non-academic activity (multicultural dancing, petting zoo, and celebration opportunities for students), and when smaller groups are targeted (ex., ELL population).

When asked what time parents are most available to participate in parent activities:

22% of the parents were available in the morning

15% of the parents were available in the afternoon

60% of the parents were available in the evening

Note: On a consistent basis, school-based leadership and the district Title I Team receive verbal feedback from parents that night events are the most accessible/ convenient to the majority of parents. Events in the evenings have also demonstrated better parent participation.

60% wanted communication about family events via a School Messenger phone message, 10% via school app, 54% via planner/agenda, and 41% via email.

Parents reported that they would like to learn more about:

59% Academic Family Nights - Math
67% Academic Family Nights - Reading
50% Academic Family Nights - Writing
31% Academic Family Nights - Science & Social Studies
14% Understanding of Florida Standards
11% Understanding of District Assessments

21% Understanding of FSA Testing
14% Parenting Skills
9% Involvement in Leadership committees (SAC, PTA)
11% Parent Resources/Parent Resource Room

The major barriers to participation included:

Childcare

Caring for elderly/disabled family members

Time of meetings

Parents working multiple jobs (therefore, no time to participate in PI activities regardless of the time and place)

Lack of transportation

Limited English Proficiency

Measures to be taken to eliminate barriers include:

Parent involvement funds may be utilized to provide childcare

Flexible locations and time of meetings/activities

Utilize other means of transportation (carpooling tree, public transportation, school buses)

Provide additional interpreters

Provide training for staff regarding Parent Involvement best-practices

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	Family Nights/ Events - Focus on Content Areas and Florida Standards and Assessments	District Title I staff/ Administration/ School Leadership (SLT) Teams/ Associated Staff	Parents will have a better understanding of the standards and resources to support student academic success. Specific information on assessments used to measure student progress and proficiency levels.	Throughout the Year	Sign-in sheets/ Feedback
2	District Title I annual meetings	District Title I Staff	Parents will have a better understanding of the Title I program and provide input for the use of Title I funds that support student achievement.	August/ September/October	Agenda/ Sign-in sheets/ Feedback
3	District Parent Conferences	School Staff/Administration	Teachers will conduct conferences with parents to discuss student progress and how parents can support academic and behavioral expectations at home. School-Parent compact will be reviewed and signed.	September/ February	Sign-in sheets/ School-Parent Compact/ Conference Summary Form
4	Family Celebrations/Academic Awards/National Junior	Administration/ SLT	To increase and reinforce student engagement with	Throughout the Year	Sign-in sheets, student data

	Honor Society/ Student-Parent Recognition Ceremony/Dad's Take Your Child to School Day		learning, students are recognized with families present for academic and behavioral achievement.		
5	School Advisory Council	Principal/ SAC Chair	Offers parents opportunities to review data and provide input on school programs and funding.	Throughout the Year	Notices, Sign-in sheets, handouts, agendas, and presentation materials
6	English Language Learner - Parent Leadership Council (PLC) - Migrant/Title III Advisory Meetings	District ELL Staff, District Title I Team/ Principals	Parents will be provided with an overview of NCLB and ESOL programs. Parents will be provided with an overview of FL standards and ELD standards, including state-adopted assessments of those standards used to measure student progress and proficiency levels. Meeting facilitation is supported by bilingual staff.	Fall/ Spring Semester	Sign-in sheets, handouts, agendas, and presentation materials
7	School Open House/ Orientation	Administration	Parents will have a better understanding of the standards and resources to support student academic success. Specific information on assessments used to measure student progress and proficiency levels.	September/ October	Sign-in sheets, handouts, agendas

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	School-Family Partnership Training	Administration and Title I District Staff	Teaches staff effective communication	September	PD Roster; Administrator

			strategies to engage families with the education of their children.		Walkthrough Data; Increased Parental involvement.
2	FASFEP/ECTAC Coordinator's Meetings/Parent Engagement Team Meetings	Title I Coord/Project Specialist/Parent Specialist/ Title I Resource Teachers/ Title I school staff	Technical Assistance pertaining to Section 1118 that will build capacity in staff to engage families. Research-based programs and best practices are emphasized to increase student engagement.	Quarterly	Sign-In sheet; Administrator Walkthrough data; Utilizing techniques learned and sharing with school based personnel
3	Child Abuse	Human Resources and administration	Training to sensitize teachers to child abuse warning signs. When students feel safe in an environment, they are more able to be engaged with their education.	September/October	Safe Schools website
4	Bullying	Human Resources and Administration	Training to sensitize teachers to awareness of bullying in schools	September/October	Safe Schools website
5	Sensitivity Awareness Training	Human Resources	Training to provide self-awareness, self-monitoring, and listening skills, including giving and receiving feedback	September/October	Safe Schools Website
6	Cultural Competencies	Title I District Staff and Administration	Build cultural awareness of a diverse student population	Throughout the Year	CANVAS course

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: All pertinent written communication is provided for parents in English and Spanish and in other languages, when feasible. English and Spanish are the primary languages spoken in the homes of SDIRC students. The SDIRC website has the capability to toggle between the dominant second languages spoken in the school district. All Title I schools have bilingual staff who serve as interpreters to ensure that all parents are fully able to participate in parent meetings and activities. The district's Title I Parent Specialist, Title I Social Workers, and Project Specialist are also bilingual and facilitate communication between the home and the school. The Title I Office works closely with the district's ESOL program and the Migrant Education Program to ensure that specific language barriers are addressed. They also collaborate in the implementation of parent involvement activities and meetings for both the ESOL and Migrant Programs. Both the Title I Coordinator and the District Project Specialist also support the Migrant (MEP), ESOL, and Homeless programs.

The district works collaboratively with the Exceptional Student Education department to

ensure that parents have the opportunity to fully benefit from the parent involvement activities. The LEA shares notices of parent involvement activities with ESE staff. Through this collaborative effort, ESE staff support and participate in the PI activities when feasible. This ensures that delivery of PI activities is maximized and reduces duplication of effort.

The SDIRC Parent Guide is translated from English into Spanish. Hard copies are available at the district office and in the front office of each Title I school. The Parent Guide, in English and Spanish, is also posted on the district's website. In addition, the Parent Involvement Plans are distributed and made available to parents at all Title I schools via hard copy and on the district's/ school's website.

The SDIRC publishes a district created report card for each school in the district. This report card contains a multi-metric evaluation of the school and district's progress in areas such as: State Assessments, Student Behavior, Teacher Attendance, and Student Attendance. These report cards are available in the district's dominant languages: English and Spanish.

Parent Involvement funds may be used to provide childcare for parents so they may more fully participate in programs. In addition, these funds may also be used to provide transportation for families needing that assistance as well as providing appropriate meals based on the time of a family engagement event in order to reduce participation barriers for families and increase attendance at family engagement events.

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	Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];	Provide transportation for parents to attend parent nights if available and feasible and pay staff to conduct child care activities	Administration, Title I Coordinator, parent specialist, resource teacher, project specialist	Allow parents to participate in activities that will support student learning.	Throughout the year
2	Maximizing parental involvement and participation in their	Parental involvement and participation in their children's	Administration, Title I Coordinator,	Allow parents to participate in activities,	Throughout the year

	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)];	education by arranging school meetings at a variety of times or conducting in-home conferences	parent and project specialists, resource teacher, social worker	problem -solving and discussions that will support student learning.	
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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	State's academic content standards/Common core	4	241	A better understanding of standards and assessment will help parents better support their children at home.
2	District Title I Annual Meeting	8	463	Parents will be given opportunity to express their needs to support their children at home.
3	Parent/Teacher Conferences	2	4095	Parents will have a better understanding of standards and content to support their children at home to increase student proficiency.
4	Literacy Nights	8	609	Parents will have an increased awareness of the importance of literacy at home to increase student proficiency.
5	Math Nights	1	35	Parents will have an increased understanding of Math standards and content being taught in the classroom to support student achievement at home to increase student proficiency.
6	STEM Nights	5	219	Parents will have an increased awareness of STEM to support students at home to increase student proficiency.
7	Family Celebrations/Academic Awards/ National Honor Society, Parent/Student Recognition	63	4158	Increased self-esteem will increase motivation to perform to one's highest potential.
8	Meetings with Principals	3	55	Communication with parents to support student success at home
9	English Language Learning Nights	1	74	Parents will learn strategies to support children at home.
10	Kinder Camp	4	138	Prepare and ready families for kindergarten
11	Back to School Orientations	8	2485	Give parents and students expectations for success
12	Open House	8	1581	Communication with parents to support student success at home
13	Mindset Building	1	153	Support student success

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
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1	School Family Partnership	1	419	Teachers will be more sensitive to parent needs and parents will be more comfortable in school setting to support student success.
2	Child Abuse	1	1100	Teachers will learn potential signs/warnings to become more cognizant of child abuse.
3	STEM Training	3	76	Training on effective strategies and techniques for teachers to use to teach STEM lessons
4	ECTAC Coordinator's Meetings/Parent Engagement Team Meetings	4	10	Technical Assistance pertaining Section 1118 and research-based programs, best practices

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	Time and location of meetings	Schedule meetings at flexible times (before, during, after school)
2	Parents working multiple jobs	Schedule meetings at flexible times (before, during, and after school) and throughout the year
3	Parents speak a heritage language other than English	Provide interpreters to help facilitate meetings
4	Lack of transportation	Hold meetings at various locations within the district and/or seek alternative forms of transportation
5	Limited income of families	Offer school supplies, child care services, literacy materials for take-home, back pack buddies, transportation, meals at parent nights/ meetings

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
1	Effective Communication	Additional interpreters at meetings and enhanced technology that allowed for mass notification of families about school events (social media, School

		Messenger automated phone system, and school apps); SDIRC website can toggle between languages
2	Kindergarten Readiness	Collaboration with Early Learning Coalition, Head Start and other community agencies to ensure parents register their children early for kindergarten and enroll their children in the Title I STEP into Kindergarten Program (Summer Transition Enrichment Program) that promotes school readiness and decreases the potential for the summer slide.