

DIXIE Title I, Part A Parental Involvement Plan

I, Mark A. Rains, 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
- The LEA will inform parents and parent organizations of the purpose and existence of both Parent Information and Resource Center(s) (PIRC) in the state.

Mission Statement

Response: The mission of the Dixie County Parent Involvement Program is to create partnerships amongst the schools, families, and the community to help all students reach high levels of academic and social achievement.

Involvement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy [Section 1118(a)(2)];

- LEA plan [Sections 1112 (c)(H), 1112(d)(1)];
- School review and improvement under Section 1116 [Sections 1118(a)(2)(A), 1116(a)(1)(D), 1116(b)(3)(A)]; and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

Response: The Dixie County School District will take the following actions to involve parents in the development of the LEA-wide parental involvement policy and the LEA plan:

(1) Actively recruit parents, representative of the diversity of the population of each school, from each Title I school to become members of the District Parent Advisory Council;

(2) Meet with the District Parent Advisory Council (PAC) to review and revise the Parent Involvement Policy (PIP) and the LEA plan, and document discussion of the PIP through minutes of the meeting;

(3) Distribute copies of the revised Parent Involvement Policy and the LEA Plan to parents at each Title I school and the community, making them available at each school, at Title I meetings, and on the district's web site;

(4) Solicit comments about the PIP and the LEA Plan from parents through surveys and meetings, documenting discussion through survey results and meeting minutes;

(5) Provide other opportunities for parents to communicate ideas about the PIP and LEA Plan, through meetings, emails, and survey forms.

The Dixie County School District will take the following actions to involve parents in the process of school review and improvement and determination of how funds reserved for parent involvement are spent:

(1) Meet with the District Parent Advisory Council (PAC) to review and plan for Title I programs and activities, including making decisions on how Title I funds will be spent, documenting discussion through minutes of the meetings;

(2) Communicate recommendations of Parent Advisory Council to principals and SACs of Title I schools;

(3) Review schools' PIPs to ensure that parents are consulted in the planning and review of Title I programs and activities and in making decisions about how funds will be spent;

(4) Review School Improvement Plans (SIPs) of each Title I school to ensure representation by Title I parents in planning programs and determining how funds will be spent, using the alignment form;

(5) Require that Title I schools submit meeting agendas and/or minutes to document parent participation; and,

(6) Implement a yearly parent survey at each Title I school to allow parents to provide input into Title I programs and activities and how the funds reserved for parental involvement will be spent; analyze survey results and document.

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 Dixie County School District will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance:

- (1) Set aside 1% of the Title I allocation for parent involvement and distribute at least 95% to Title I schools, at the beginning of the 2010-11 school year;
- (2) Monitor school expenditures for parent involvement activities, monthly throughout the 2010-11 school year;
- (3) Use Title I funds to provide part-time parent liaisons to coordinate the Title I parent involvement program at each Title I school, throughout the 2010-11 school year;
- (4) Provide inservice to educate parent liaisons and other school staff, as needed, about Title I requirements, including at the beginning of the 2010-11 school year;
- (5) Assist Title I schools to development Parental Involvement Plans, meeting with school staff as necessary;
- (6) Review schools' Parental Involvement Plans for compliance, using an alignment form, and provide feedback to school staff on any necessary revisions and/or additions to the plans, at the beginning of the 2010-11 school year;
- (7) Include review of schools' PIPs by the District Parent Advisory Council;
- (8) Monitor and facilitate implementation of the schools' Parent Involvement Plans, including attending parent involvement activities at schools, when possible, throughout the 2010-11 school year.

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, Parts C and D of Title I, Title III, and Part A of Title IV) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

count	Program	Coordination
1	Adult Education	Provide information to schools about Adult Education and Family Literacy to facilitate contact with these programs by parents at Title I schools.
2	Early Reading First, Reading First	Coordinate with Early Reading First and Reading First to ensure that services are available for students identified for assistance in reading.
3	Programs for Pre-K Students	Contact programs for Pre-K students, including Voluntary Pre-Kindergarten to get updated information on the program; Distribute information to Title I schools and provide information in newsletters to parents.
4	Part C of Title I	Coordinate with provider of services to migrant students to ensure that students are identified and provided extra assistance, as needed, including tutoring.
5	Part D of Title I	Coordinate with drop-out prevention to make available services provided with Title I set-aside for neglected and/or delinquent students.
6	Title III	Provide information on services available to ESL students and parents through Title I newsletters and meetings.

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 quality of its Title I, Part A schools [Section 1118(a)(2)(E)].

Response: The Dixie County School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I schools:

- (1) Implement a yearly parent survey, prepared with the assistance of the District PAC, to allow parents to provide input into Title I programs and activities - Spring, 2011;
- (2) Ensure that the survey includes questions about the barriers to participation by parents;
- (3) Ensure that the survey is accessible by all parents, by translating the survey when needed, particularly into Spanish;
- (4) Solicit parent comments about the parent involvement activities at each Title I parent activity, through completion of evaluation forms and documentation of verbal comments;
- (5) Review responses from the parent survey and evaluations at meetings with staff at each Title I school at the end of the 2011 school year and the District PAC and incorporate responses into the planning of parental involvement activities.

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	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
1	Provide a part-time parent liaison for each Title I school.	Title I Coordinator with school principals.	When programs and initiatives focus on building respectful and trusting relationships among school staff, families, and community members, they are more effective in creating and sustaining connections that support student achievement.	August, 2010 - June, 2011	"New Wave of Evidence: The Impact of School, Family, & Community Connections on Student Achievement"
2	Provide a District Parent Resource Center with take-home computers, tape recorders, and books-on-tapes for parents of students at the Title I schools to use with their children to improve their academic achievement.	Title I Coordinator	Programs and interventions that engage families in supporting their children's learning at home are linked to improved student achievement.	July, 2010 - June, 2011	"New Wave of Evidence: The Impact of School, Family & Community on Student Achievement"
3	Produce and distribute a Title I newsletter, which will increase parents' knowledge of the curriculum, instruction, and assessment used at the Title I schools to improve academic achievement.	Title I Coordinator	Effective strategies include communicating with families about school programs and student progress through effective school-to-home and home-to-school communications.	August, 2010 - June, 2011	"Urgent Message: Families Crucial to School Reform," 1998
4	Organize and implement a District Parent Advisory Council with diverse representation of parents from Title I schools.	Title I Coordinator	Effective connections embrace a philosophy of partnership where power is shared - the responsibility for children's educational development is a collaborative enterprise among parents, school staff, and community members.	August, 2010 - June, 2011	Hoover-Dempsey & Sandler, 1997
5	Provide Workshops for Parents at each Title I school, addressing state's academic standards & student academic achievement standards, state & local assessments, requirements of Title I, how to monitor their child's progress & how to work w/educators.	Parent Liaisons at each Title I school	Programs and interventions that engage families in supporting their children's learning at home are linked to improved student achievement.	August, 2010 - June, 2011	"New Wave of Evidence: The Impact of School, Family & Community on Student Achievement"

Staff Training

Describe the professional development activities the LEA will provide, with the assistance of its 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	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
1	Train teachers and other school staff on the value of parental involvement, communicating & working with parents, building ties between home and school, cultural sensitivity, & the parental involvement program.	Title I Coordinator with school principals.	When programs and initiatives focus on building respectful and trusting relationships among school staff, families and community members, they are more effective in creating and sustaining connections that support student achievement.	July - October, 2010	"New Wave of Evidence: The Impact of School, Family, & Community Connections on Student Achievement"
2	Provide training for parents as volunteers in Title I schools.	Director of Personnel; FLDRS staff	When parents are more involved in the school, their children are more likely to succeed academically.	Fall 2010	"The School-Family Connection: Looking at the Larger Picture"
3	Provide training for parent liaisons at Title I schools on communicating and working with parents, building ties between home & school, & implementation & coordination of parental involvement program.	Title I Coordinator	When program and initiative focus on building respectful and trusting relationships among school staff, families and community members, they are more effective in creating and sustaining connections that support student achievement.	Fall 2010	"New Wave of Evidence: The Impact of School, Family, & Community Connections on Student Achievement"

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: 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 in the following ways:

- (1) Survey school staff, including counselors, regarding the need for alternative format/language (especially Spanish) in parent communications;
- (2) Verbally assess need for alternative format/language (especially Spanish) during PAC meetings;

(3) Coordinate with ESL Director regarding need for alternative format/language (especially Spanish);

(4) Contract with a translator to provide translation (especially Spanish) of parent communications, including notices of meetings, agendas, school reports, and other activities, as needed; and,

(5) Ensure that all meetings are accessible to parents with disabilities, through examination of physical facilities to be used for meetings, and provision for alternative formats, as needed.

Discretionary Activities

The LEA parental involvement policy may include additional paragraphs listing and describing other discretionary activities that the LEA, in consultation with its 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)].

count	Activity	Description of Implementation Strategy	Person Responsible	Correlation to 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)];	In-home conferences, as needed, and parent meetings at a variety of times	Parent Liaison	When parents are more involved with the school, their children are more likely to succeed academically.	Throughout the school year, as needed.
2	Establishing a LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and	LEA-wide PAC	Title I Coordinator	When schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Henderson & Mapp, 2002	Meet quarterly during the school year

Building Capacity Summary

Provide a summary of the activities designed to build the capacity of parents to help their children [Section 1118(e)(1-2)]. Include information on the Title I annual meeting conducted at the school-level.

count	Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
1	Title I annual meeting at each Title I school	2	480	Effective strategies include communicating with families about school programs and student progress.
2	Meeting of Dixie Title I Parent Advisory Committee to develop and implement Parent Involvement Plan	1	3	Effective connections embrace a philosophy of partnership where power is shared - the responsibility for children's educational development is a collaborative enterprise among parents, school staff, and community members.
3	Workshops to inform parents about the school's instruction & curriculum & provide strategies	2	77	Programs and interventions that engage families in supporting their children's learning at home are linked to improved student achievement.
4	Newsletter to provide information on Title I & programs in schools.	3	1008	Effective strategies include communicating with families about school programs and student progress through effective school-to-home and home-to-school communications.
5	District Parent Resource Center with materials for parents.	1	22	Programs and interventions that engage families in supporting their children's learning at home are linked to improved student achievement.

Staff Training Summary

Provide a summary of the professional development activities provided 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	Correlation to Student Achievement
1	Train teachers and other school staff on how to best work with parents in understanding the NCLB req	2	55	When programs and initiative focus on building respectful and trusting relationships among school staff, families and community members, they are more effective in creating and sustaining connections that support student achievement.
2	Train parent liaisons for each Title I school	1	1	When programs and initiatives focus on building respectful and trusting relationships among school staff, families and community members, they are more effective in creating and sustaining connections that support student achievement.

Barriers

Describe the barriers identified which hindered participation by parents in parental involvement activities

and the steps the LEA will take to overcome the identified 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 transportation for economically disadvantaged parents	Provide meetings and/or workshops closer to the community, when possible.