



2011-2012 PARENT RESOURCE GUIDE *To Successful Student Achievement*

Ed Pratt-Dannals, Superintendent



(904) 390-2000 * www.duvalschools.org

QUALITY EDUCATION FOR ALL
THE KEY TO JACKSONVILLE'S FUTURE

Updated 10-11
KMH/CFE

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Duval County Public Schools is currently the 7th largest school district in the state of Florida and the 21st largest in the nation. With nearly 123,000 students, 14,000 employees, and over 165 schools, the district is committed to its vision of every student graduating from Duval County Public Schools with the knowledge and skills to be successful in post-secondary education and/or the workforce; and to its mission of providing high-quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy and a culturally diverse world.

CORE BELIEFS

- The academic success of EVERY student in Duval County is the top priority of the Duval County School board.
- The Duval County School Board believes that our greatest strength as a school district is the racial, gender, ethnic, and socio-economic diversity of our students and community.
- The achievement gap in Duval County can and must be eliminated.
- ALLDCPS children can be academically prepared to reach their highest potential.
- ALL DCPS children can and must learn at grade level.
- Every school in Duval County can and must be a high-performing organization, both academically and operationally.
- High quality teachers, supported with high quality, on-going professional development, must drive our rigorous, intellectually and artistically challenging curriculum.
- Academic and operational resources can and must be adequately distributed throughout all DCPS schools.
- All schools can and must be safe learning environments where every student and adult is valued and respected.

About this Resource Guide

The Duval County Public Schools Parent Resource Guide is intended to provide basic information for parents and guardians of children and young adults attending public school in Duval County. This resource guide is one method of sharing important information from the district; however, it may not contain all the answers to every question. A list of district telephone numbers is found on the next page. If the information you seek is not found in this guide, please contact the main district phone number at 390-2000 to be connected with someone who can help. Additional information can be found on the district's website at www.duvalschools.org.

Parents and Guardians are extremely important partners in education. The Duval County School Board values and acknowledges the challenges and successes parents and students share in Duval County public schools.

Welcome to School

Helpful Hint: With a little work up front, starting school can be easier on the whole family. Here is a list of helpful tips from the website www.schoolfamily.com.

1. **Lay the Groundwork**—Parents, communicate your expectations clearly to your children. Talk about homework rules and daily routines before school starts and then enforce the rules consistently. Keep a positive attitude. Instead of focusing on what your children “have to do” on homework, focus on what “they get to learn.”
2. **Ease Anxieties**—Parents, help your children feel prepared for school. Think ahead about where your children might have a few rough spots (i.e., meeting new friends, getting up on time, finding their way around a new school, taking the bus, etc.) and help them problem solve the situation before it happens.
3. **Meet the School Staff**—Parents, make appointments to meet with your child's teacher. Attend open houses and conferences regularly to stay in tune with your child's school. Volunteer when you can, even in middle and high school.
4. **Learn about the Curriculum**—Parents, help your children do their best by understanding what he or she is expected to learn in his or her grade level. Talk to your child's teacher for the information and ask for ways to help your child develop at home.
5. **Build a Parent Network**—Parents need help and support too. What better way than to talk with other parents, informally or formally. Make a list of names, phone numbers and email addresses to coordinate carpooling and emergency baby-sitting. Keep a copy with you so that you will know whom to call when your schedule changes unexpectedly.

How may we help you?

District Telephone Numbers

All numbers begin with area code 904.

General Information	390-2000	Physical Education	390-2131
Telecommunications Device for the Deaf - TDD	390-2898	PTA	390-2069
Academic Programs	390-2133	Pupil Assignment	390-2144
Admissions - ESE	390-2077	Purchasing	858-4848
Athletics	858-6142	Research & Evaluation	390-2976
Board Offices	390-2885	Report a Truant Hotline	390-2043
			390-2661
Bully Prevention Hotline	390-2043	Risk Management	390-2353
Business Services	390-2022	Safe & Healthy Schools	390-2131
Character Education	390-2131	Safety	858-1925
			390-2136
Charter Schools	390-2813	STAR Program	390-2476
Communications	390-2126	School Psychology Services	390-2084
		School Social Work Services	390-2084
Community Education	858-6080	Schultz Center	348-5757
Community and Family Engagement	390-2960	Science/Environ. Studies	390-2522
Consolidated Services	858-1501	Security	858-6100
Curriculum & Instruction	390-2377	GCA	858-6261
Department of Health & School Health Services	253-1580	ServiceMaster	630-6660
Duval Teachers United	396-4063	Social Studies	390-2140
Duval Virtual Instruction Academy	390-2037	Substitute Automated Mgt Sys	390-2820
Elementary Education	858-6123	Substitute Information	390-2066
Elementary Education	858-6154	Summer School Program	390-2661
English Speaker of Other Languages	390-2202	Superintendent	390-2115
Exceptional Education & Student Services	390-2071	Teacher Supply Depot	381-7480
	390-2072		
Extended Day	858-6080	TEAM UP Program	858-6080
Facilities	390-2279	Technology	348-7100
Florida Diagnostic and Learning Resources System (FDLRS)	346-4601	Testing	858-1450
Foundations and Champs	390-2131	Title I	390-2123
		Title I Parent Resource Center	630-6728
Free/Reduced Lunch	732-5117	Transportation	858-6200
Gifted Program	346-4601 ext 102	Truancy	390-2043
Guidance	390-2090	Vision Services	858-1946
Head Start	721-9788	Volunteer Services	390-2960
Health Education	390-2131	Zeroing In On Prevention Program "ZIP"	390-2131
Hearing Impaired/Deaf	390-2071		
High School Education	348-7880		
Human Resource Services	390-2840		
Language Arts/Reading/ESOL	390-2136		
Magnet Programs	390-2082		
Payroll	390-2022		

Communication Resources

Duval County Public Schools maintains an extensive website of information and resources at:

www.duvalschools.org

Our website is easily accessible from most home computers and from the public computers located at all Duval County public libraries. The website contains detailed information for parents, students, teachers, district staff, and the community, including this Parent Resource Guide and much more. We encourage parents to explore the many resources available online.

Lights, Camera, Action!

School Matters-- School Matters is a monthly talk show featuring topics covering a wide range of education-related issues in Duval County Public Schools. School Matters promotes the good news and hot topics in the county, and is hosted by students in Duval County public schools. It airs the fourth Sunday of every month at 10 a.m. on WJCT. School Matters also re-airs on Comcast Cable channel 29 every Wednesday at 5 p.m.

REAL School—Real School is a monthly television show featuring students and teachers in school-based programs and activities that highlight the excellence in Duval County Public Schools. REAL School airs the first Sunday of every month at 10 a.m. on WJCT-Channel 7. The show also re-airs on Comcast Cable Channel 29 every Wednesday at 5 p.m. following the premiere.

E-Newsletters-- Get connected with dcps eNews! Visit www.duvalschools.org and look for the link to sign up for eNews, an electronic newsletter developed especially for parents and community members of Duval County Public Schools.

Business leaders, want to help?

Helpful Hint: *The Duval County Public School district believes that in order to meet the needs of all students and schools, it will take meaningful partnerships with parents, businesses and the community. There are many ways to assist students and schools through time and donations, expertise and leadership and advocating for public education. For more information on how you or your business can become a district strategic partner, contact the **Department of Community and Family Engagement at 390-2960.***

Examples include:

1. Allow your employees paid release time to mentor, tutor or volunteer at their child's school or attend meetings and events
2. Encourage parents to become PTA members and develop a PTA/PTO fund to assist parents who need help with paying the dues
3. Donate office supplies and materials to the **Teacher Supply Depot. Contact the Teacher Supply Depot at 381-7480**
4. Serve on a school advisory council
5. Adopt a school
6. Support academic programs related to your business such as, financial literacy (banks), nutrition (restaurants), or health (medical office)

Electronic Resources

Did you know that Duval County provides several paid web subscriptions that students can use from school or at home? A few examples include Destination Success, Gizmos, Compass Odyssey, Nettekker, Online Leveled Readers, Encyclopedia Britannica, Culture Grams and a host of other quality websites. Connect with the Media Specialist at your child's school for access information. This year Duval County will offer webinars to familiarize parents with the vast resources accessible to students. To register go to http://www.duvalschools.org/static/students/student_software/ and click on the link to register. Parents can learn from the comfort of their home in their slippers.

OnCourse Parent Portal: The Parent Portal provides parents, guardians, and students with convenient online access to information about grades, progress, events, and attendance. The portal also provides links to teacher web pages. The URL to the parent portal is <https://dcps.mygradeportal.com>. Schools are responsible for the distribution of usernames/passwords for portal access.

For more useful educational technology resources for Duval County Public School students and families, see the "helpful website" section of this guide.

Duval County Public Schools 2011-2012

District Calendar

JULY				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

AUGUST				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SEPTEMBER				
M	T	W	T	F
			1	2
5	6	7*	8	9
12	13	14	15	16
19	20	21*	22	23
26	27	28	29	30

OCTOBER				
M	T	W	T	F
3	4	5*	6	7
10	11	12	13	14
17	18	19*	20	21
24~	25	26	27	28
31				

NOVEMBER				
M	T	W	T	F
	1	2*	3	4
7	8	9	10	11
14	15	16*	17	18
21	22	23	24	25
28	29	30		

DECEMBER				
M	T	W	T	F
			1	2
5	6	7*	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JANUARY				
M	T	W	T	F
2	3	4	5	6
9	10	11*	12	13
16	17	18	19~	20
23	24	25*	26	27
30	31			

FEBRUARY				
M	T	W	T	F
		1	2	3
6	7	8*	9	10
13	14	15	16	17
20	21	22*	23	24
27	28	29		

MARCH				
M	T	W	T	F
			1	2
5	6	7*	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28*	29	30

APRIL				
M	T	W	T	F
2~	3	4	5	6
9	10	11*	12	13
16	17	18	19	20
23	24	25*	26	27
30				

MAY				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23*	24	25
28	29	30	31	

JUNE				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Legend:

- 25* Early Dismissal
- 15~ End of Grading Period

- 7 First & Last Day of School
- 1 Employee Planning/Inservice

- 17 Schools Closed
- 25 Schools/Admin Offices Closed
- Weather

Parents' Rights

1. Parents have the right to receive clear information on what is required for their children to be promoted to the next grade.
2. Parents have the right to be notified of their children's progress toward achieving state and district expectations for academic proficiency.
3. Parents have the right to be notified of their right to participate in the development of academic improvement plans.
4. Parents have the right to receive assessment results, including student progress reports, report cards, and end of year status.
5. Parents have the right to be notified of their eligibility to participate in school advisory council.
6. Parents have the right to be notified of school accountability and school improvement rating reports, including school grading system and district performance grades.
7. Parents have the right to be notified of accommodations for assessment.
8. Parents have the right to receive information regarding teacher qualifications.
9. Parents have the right to receive communication regarding instructional materials.
10. Parents have the right to be notified regarding rights to student records (access, waiver of access, challenge and hearing and privacy).
11. Parents have the right to receive notice and due process for parents of students with disabilities and parents of students in residential care facilities.
12. Parents have the right to receive written guidelines on *Religious Expression in Public Schools* published by USDOE.
13. Parents have the right to receive a copy of the District Code of Student Conduct.
14. Parents have the right to be notified of student's suspension and reason for suspension.
15. Parents have the right to receive written notice of recommendation of expulsion and due process.
16. Parents have the right to be notified regarding zero tolerance and protection for victims of certain felony offenses.
17. Parents have the right to review their child's placement in alternative programs.
18. Parents have the right to receive information regarding school-to-work transition.
19. Parents have the right to be notified regarding administration of medication and provision of medical services by district school board personnel.
20. Parents have the right to be notified regarding any verified report of a substance abuse violation by student.
21. Parents have the right to receive notification of zero tolerance for harassment.
22. Parents have the right to receive notification of zero tolerance for drug possession and use.

A Parent/Guardian's Commitment

I, _____ parent/guardian of _____, commit to the following to assist my child's academic achievement in Duval County public school.

I will:

1. Be sure my child is prepared and ready to be successful in school
2. Comply with school attendance laws
3. Encourage my child to comply with code of student conduct
4. Follow through with the school's reasonable and time-acceptable requests for my involvement in my child's education, including school events
5. Complete all the school health-related requirements (with certain exceptions)
6. Work with my child (or find some responsible family member or friend to work with my child) so that their homework is done on time, following the instructions from the teacher
7. Work with my child (or find some responsible family member or friend to work with my child) so that my child is prepared for academic tests and other assignments
8. Encourage and model a life-time commitment to learning

Parent/Guardian's Signature

Date

Parent/Guardian's Signature

Date

Child's Signature

Date

PARENT SELF-ASSESSMENT CHECKLIST

Please take a moment and think about the following statements. Place a check in the areas that are met and reflect on the areas that can use some additional attention this school-year.

- I talk to my child regularly about school and the importance of doing one's best.
- I know that my child has the ability to succeed.
- I help my child learn to set long- and short-term goals.
- I praise my child for both effort and achievement.
- I encourage my child to read every day and provide opportunities for the family to read together.
- I provide lots of age-appropriate reading material in the home.
- I set aside a special study time and a study area with the tools needed to complete assignments.
- I ask to see the work my child is doing in school.
- I make it easy for my child to go to the library.
- I attend workshops and training on how to help my child at home.
- I am aware of what my child watches on TV and what electronic or computer my child plays.
- I have read the Student Code of Conduct and returned the parent signature form.
- I model positive behaviors such as respect for my child, others, and myself.
- I make sure my child has a consistent routine schedule and attends school daily and promptly.
- I encourage my child to accept responsibility for his/her actions.
- I monitor my child's participation in extracurricular and after-school activities.
- I maintain regular communication with the school and teacher(s).
- I find out how my child is progressing by attending parent-teacher conferences when needed.
- I attend Open House and other school events.
- I volunteer in and for the school when possible.
- I talk to my child in a patient, understanding, and caring manner.

Get Involved

Helpful Hint:

Family support is extremely important at all grade levels and at all ages. Families have a major influence on their children's academic achievement in school and throughout their lifetime of learning. We all want our children to succeed, further their education or career and make sure they live healthy and happy lives. Students with involved parents, no matter what income or background, stay in school longer, like school better, and do better in school.

1. Set aside time each day and talk about school.
2. Ask, "What was the most important thing you learned today?"
3. Ask, "What did you have fun doing today?"
4. Ask, "What new assignments did you get today?" and note the due date of the big assignments on a family calendar.
5. Ask, "What do you think your ____ teacher (Math, Social Studies, etc.) will ask on a test?"
6. Ask, "How can I help you study for the test?"

What does that mean?

Education Acronyms and Meanings

The goal of this section is to help parents and others understand some of the lingo and jargon that public school educators use. The following is a start to the most commonly used definitions. If an acronym is not found here and you are unaware of its meaning, please ask a school employee-- chances are they had to ask someone at one time in their career what a word meant as well.

ACE=Academic and Community Excellence Plan
ACT=A college admissions test
AICE=Advanced International Certificate of Education program —An advanced academic pre-university curriculum for students. The AICE Diploma is based on passing six advanced level exams, one from each of three curriculum areas—math and science, languages and arts and humanities.
AP=Advanced Placement —The AP program enables high school students to complete college-level courses for college placement and/or credit.
CHAMP=Conversation, Help, Activity, Movement, Participation
DCPS=Duval County Public Schools — <i>the initials of Duval County Public Schools.</i>
DTU=Duval Teachers United — <i>is the Duval Teachers United union.</i>
DIaip=District Improvement, Assistance and Intervention Plan — <i>is a state required web-based action plan for F schools and D formerly F schools within the last two years. It addresses the unique needs of schools and communities, per climate surveys and achievement data analysis.</i>
EA=Extracurricular Activities — <i>are school supported activities that happen before or after schools. Clubs and athletic teams are examples.</i>
ESE=Exceptional Student Education — <i>Through this program, students with exceptional learning needs receive an education designed through an individual education plan to meet their specific needs.</i>
ESOL=English for Speakers of Other Languages — <i>is a department designed to provide support for the implementation of effective, standard-based programs that will result in English Language acquisition in reading, writing, speaking, listening and comprehension for increased academic performance. ESOL provides English instruction to non-native speakers of the English Language.</i>
FCAT=Florida Comprehensive Assessment Test — <i>is a series of tests given to every Florida public school student between the grades of 3 and 10, in April. The purpose of the FCAT is to assess student achievement of the Sunshine State Standards benchmarks in math, reading, writing and science.</i>
FDLRS=Florida Diagnostics & Learning Resource System
GEAR UP= Gaining Early Awareness and Readiness for Undergraduate Programs — <i>facilitates the entry into post-secondary education and training of students who might not otherwise have done so.</i>
GI=Graduation Initiative — <i>helps students pass the FCAT and GED test, so they can earn their district high school diploma</i>
IB=International Baccalaureate program — <i>is a demanding pre-university course of students that has earned a reputation for rigorous assessment. It is designed for highly motivated high school students.</i>
IDEA=Individuals with Disabilities Act — <i>requires all states to develop alternate assessments for students with disabilities with whom the standard statewide assessment program is not appropriate</i>
IEP=Individual Education Plan — <i>is a plan developed for students with disabilities by a team of parents, educators, and a representative of the school district. The plan lists specific services and support the student will need to make appropriate/adequate educational progress.</i>
ISSP=In School Suspension Program
LEP=Limited English Proficient — <i>students whose first language is one other than English and who need language assistance to participate fully in the regular classroom</i>
NRT=Norm-Referenced Test
NCLB=No Child Left Behind — <i>is a Federal mandate designed to provide stronger accountability for results, more freedom for states and communities, proven education methods and more choices for parents.</i>
NGSSS= Next Generation Sunshine State Standards — <i>In Florida, these standards are what your child is expected to know at each grade level. Teachers are expected to cover this material in class. All report card grades are based on these standards.</i>
PMP=Progress Monitoring Plan — <i>is a plan that parents and teachers develop together when a child is having trouble keeping up with the skills required at his or her grade level. This written plan is used to chart and measure progress.</i>
PSAT=Pre-Scholastic Assessment Test — <i>The PSAT is normally taken by high school juniors as a practice test for the SAT. The state pays for all 10th graders to take this test. The district currently pays for all 9th graders to take the test. This provides students with exposure to college admissions type tests early on.</i>
PTA=Parent Teacher Association — <i>PTAs/PTSAs are involved throughout the year in many activities that support the public school system and its students and families.</i>
SAT=A college admission test.
SAC=School Advisory Council — <i>These advisory councils provide parents, students, faculty, staff, and community and business</i>

<i>members with an opportunity to get involved with a school's long-term mission and short-term objectives by participating in setting educational priorities and determining a school's needs.</i>
SES=Supplemental Educational Services —helps students from low-income families, who do not select the Public School Choice option, receive supplemental education services (tutoring) from a state list of approved vendors.
SIP=School Improvement Plan —is a detailed system for school growth, including goals and targets, strategies, timelines, sources of support, and evaluation processes.
STAR=Students Taking Academic Responsibility —is a program that gives retained elementary students the opportunity to work towards the goal of returning to their correct grade level. The program serves students in the second grade and above.
TARGET=Teachers Accessing Resources through General Education Team —is a school-based intervention and problem-solving team to assist teachers in meeting the needs of general education students.
Title I is a federal funding program for schools to help students who are behind academically or at risk for falling behind. Funding is based on the number of low-income children in a school, generally those eligible for the free lunch program
Title III is the section of No Child Left Behind that provides funding and addresses English language acquisition and standards and accountability requirements for limited English proficient students
ZIP=Zeroing In on Prevention —“ZIP”--targets substance use and violence prevention.

Be Sure to Immunize for School

Florida law requires students to show proof of required immunizations or proper exemptions. Those who fail to meet these requirements will be excluded from school until proper documentation is provided.

Who needs proof of immunization?

All students entering, attending, or transferring into Florida schools must have a Florida Certificate of Immunization (DH Form 680 Part A) or an exemption on file at the school.

Can a student enroll without the proper immunizations?

Students not presenting the required certification of immunization or exemption will be refused admittance to school and referred to their physician or the Duval County Health Department for the proper documents.

Besides a physician's office, where can my child receive the required immunizations?

There are several clinics around Jacksonville that offer immunizations at no cost. Call the Duval County Health Department at 253-1000 for information.

What are acceptable exemptions?

- ❖ Permanent Medical Exemption
- issued by physician
- ❖ Temporary Medical Exemption
- issued by physician or authorized designee
- ❖ Religious Exemption
- issued by health department
- ❖ 30 School-Day Exemption for transfer students
- issued by school

What is the schedule of doses for the Hepatitis B vaccine?

After the initial dose, the second is given one month later. The usual interval between the second and third dose is five months. If a dose is given too soon it is considered invalid and another dose will be required. Students must complete all doses or have an exemption in order to attend school.

Is a health examination required for all students?

Initial entrants into a Florida School (pre-kindergarten, kindergarten and transfer) need to present certification of a school-entry health examination performed within one year prior to enrollment (date of entry) or submit an exemption.

Immunization Requirements

Students entering, attending, or transferring to:

Preschool

- ❖ Four doses DTAP (diphtheria, pertussis, tetanus) vaccine with the last dose given on or after the fourth birthday or a fifth dose is required
- ❖ Three doses polio vaccine with the last dose given on or after the fourth birthday or a fourth dose is required
- ❖ MMR (measles, mumps, rubella) vaccine given on or after the first birthday
- ❖ HIB (haemophilus influenzae type B) vaccination for children under five
- ❖ Hepatitis B vaccine given in three shots over a six month period
- ❖ Varicella (Chicken Pox) vaccine or documented history of the disease on DOH 680 Form is required for preschool students

Kindergarten & Grades 1 through 6

- ❖ Same as preschool, except no HIB
- ❖ Second dose of MMR
- ❖ Varicella (Chicken Pox) vaccine or documented history of the disease on DOH 680 form is required for kindergarten through 6th grade students. Each subsequent year, the next highest grade will be in the requirement.

Note: For the 2010-2011 school year, two doses of the varicella (chicken pox) vaccine is required for students in Kindergarten through 2nd grade. Each subsequent year thereafter, the next highest grade will be in the requirement

Seventh grade to twelfth grade

- ❖ Second dose MMR
- ❖ Hepatitis B vaccine given in three shots over a six month period over a six-month period
- ❖ Tetanus-diphtheria-pertussis (DTAP) booster.

What are the exemptions for a school-entry health exam?

Religious exemptions (only a written request required) and 30 School-Day exemptions for transfer students are permissible. For answers to additional questions call the **Immunization Center at 253-1420** or the **School Health Office at 253-1580**.

Are your family's routine immunizations current?

Infant immunizations should be completed by age 2. Adults need immunizations too. For more information see the attachment at the end of this handbook or access the following websites:

<http://www.cdc.gov/vaccines> <http://www.immunizeflorida.org> <http://www.fldoe.org> <http://www.healthykids.org/>

Healthy Tips

Meningococcal disease is a severe bacterial infection that can cause meningitis, bloodstream infection and other localized infections. Although the disease is not common in the United States, in those who get it, symptoms develop and progress rapidly even leading to death in 24-48 hours. Symptoms may be characterized by fever, headache, stiff neck, nausea, sore throat, mental status changes, bloodstream infection and rash. Meningococcal disease is usually spread through direct contact with nasal or mouth discharge. There are two meningococcal vaccines available in the United States. Both vaccines can prevent certain types of meningococcal disease. For more information on who should or should not receive the vaccine, please consult with your physician or health care provider. Also, please visit the following website for additional information:

<http://www.cdc.gov/vaccines/pubs/vis/default.htm> [Excerpts taken from *Meningococcal Disease*,

<http://www.cdc.gov/vaccines/vpd-vac/mening/in-short-both.htm>

Feeling sick? Tips on when to stay home from schools: *With all the stomachaches and sniffles that come along with childhood, it can be hard to know when to keep a sick child home from school. Most schools have policies that spell out how sick is too sick to go to class. In general, according to an article from www.schoolfamily.com titled *Feeling Sick? When to Stay Home*, children should go to school when they have cold symptoms without a fever and stay home if they have an infectious condition or a cold with a fever. Some other reasons to stay home include: diarrhea, vomiting, coughs that produce phlegm, thick and yellow nasal discharge, and the flu. Pinkeye, head lice and ringworm must all be treated before the child can return to school. Here are some tips to help prevent the spread of the flu:*

- Sneeze or cough into a tissue, elbow or sleeve.
- Throw the tissue in the trash after you use it.
- Wash your hands often with soap and water, especially after you cough or sneeze.
- Alcohol-based hand cleaners are also effective.
- Avoid touching your eyes, nose and mouth. Germs spread this way.
- Try to avoid close contact with sick people.

If you are sick with a flu-like illness, stay home until you have been symptom and “fever free” for 24 hours, whichever is longer, except to seek medical care or for other necessities. Keep away from other household members as much as possible.

WARNING: *Do not give aspirin (acetylsalicylic acid salicylates) to children or teenagers who have the flu; this can cause a rare but serious illness called Reye's Syndrome.*

Family Fitness Tip: *Physical activity can be enjoyed together as a whole family! Here are some simple tips to get you and your family up and moving: 1. Take the family pet for a walk to a nearby park; 2. Wash the car and have some fun with the hose; 3. Park at the farthest end of the parking lot; 4. See how many jumping jacks you all can do together; 5. Go for a walk in your neighborhood and count street signs; 6. Work together in the yard; 7. Go on a scavenger hunt; 8. Throw a ball or Frisbee around; 9. Take a bike ride; 10. Dance to some music!*

Bullying: The first step in **preventing** bullying is to **identify** it. Youth may be reluctant to talk about being bullied. Be alert to signals that something is wrong-not sleeping, not enjoying themselves, not eating or eating too much, missing or damaged possessions, not wanting to go to school or isolating at home are some warning signs. **Responding** to bullying is the next step in prevention. If your child is a victim of teasing, determine the seriousness of the behavior. At the low end of teasing, encourage your child to distance him or herself from this type of behavior. Talk to their teacher(s) to verify they are teaching the *Second Step* violence/bullying curriculum in your child's class (K-8th). If the action against your child is systematic, repeated, chronic, intentional and involves an imbalance of power; it may be bullying. In this event, report this to the appropriate administrator at your child's school. If the behavior is completely intolerable, such as, threats or physical harm, involve the school immediately. Be calm when you talk to your child or around your child so that he or she will feel safe talking to you about these types of situations. For more information go to www.duvalschools.org, click on the “about DCPS” and then on Safe Schools Prevention/Intervention Programs. To report an alleged act of bullying make a report at your child's school or call the **Bullying Prevention Hotline at 390-2043**.

Internet Safety: The internet is a wonderful teaching tool for children. These tips will help you to keep them safe: Keep computers in open areas and not in a child's room; Assure your children that you know you can count on them to use the Internet responsibly; Set clear expectations based on your child's age and maturity; Write down the rules and post by the computer: Use filtering software designed to help parents limit the websites children can access; Monitor the sites your children go to; Let them know you are watching them to keep them safe; Watch for online bullying; Explain to your child that people who introduce themselves on the Internet are often not who they say they are; Teach your children never to give out personal information online, including full name, gender, age, school, address, or teams. For more Internet safety tips for parents, read "MySpace and Facebook: What You Should Know." [Taken from an article titled Internet Safety Tips for Parents from www.schoolfamily.com].

Nutrition Tips: Plan them, don't ban them! The right snacks will help provide the nutrients needed for children to have energy, build strong bones and fight diseases and other conditions. Pay attention to what and how much your kids eat. Nibbling between meals makes up to nearly one-fourth of our kid's daily energy intake but unfortunately, this snacking is usually on prepackaged snack foods which are high in calories and low in nutrients. Here are a few snack-time tips:

1. Offer similar choices. Instead of ice cream or pretzels, offer your child frozen yogurt or soda crackers.
2. Provide variety. Be sure to select snacks from a variety of food groups so your kids won't be bored with their snack choice.
3. Be creative. Dress up fruits and vegetables such as peanut butter on celery or carrots with a low-fat dip. For more tips, go to www.schoolfamily.com. Remember to watch for food allergies and alert the school of the foods your children is allergic to.

Drug Abuse Prevention: Do you know where your children are, what they're doing and whom they're with? How are they getting where they're going, when are they coming home and will there be parents present at their friend's house? As parents, these are some questions that need asking. Set limits. Get involved with your child. Talk to your children about the harmful effects of drug use. Let your children know where you stand on drug use. Look for changes in behaviors at home or in school. If you suspect a problem, face it. Do something. Don't enable them to continue inappropriate behaviors. Be aware of gateway drugs (tobacco, alcohol and marijuana). If you suspect use, get help. And by all means, lock up any prescription and over the counter medicines. Also, dispose of any leftover prescription medication that is in your home. Many community resources are available. For additional information, visit www.informedfamilies.org or www.nida.nih.gov or contact the District ZIP Counselors at the Safe and Healthy Schools Office at 390-2131.

Comprehensive Health Education: We believe that parents are a child's first health educator. It is extremely important that parents serve as role models for their children by taking responsibility for their own health. This involves eating nutritiously and exercising regularly as well as taking care of their mental/emotional health. Florida statutes and Duval County School Board Policy require instruction in comprehensive health education in grades K-12. The emphasis is on providing the student with the knowledge, skills, and attitudes that will help them take responsibility for their own health. The Comprehensive Health Education curricula are aligned with the Next Generation Sunshine State Standards for Health Education. Parents are encouraged to review instructional materials used in the Health Education curriculum. If you do not wish your child to participate in lessons pertaining to reproductive health or disease, including Sexually Transmitted Diseases and HIV/AIDS, you must send a written letter to the school principal. You can receive additional information from the Department of Safe and Healthy Schools at 390-2131 or www.duvalschools.org.

Student Progress

Promotion Requirements: In general, students at every grade level must meet the standardized expectations for student achievement outlined in Florida's Next Generation Sunshine State Standards. These standards, which are very detailed, are available on our website or by calling the **Academic Services at 390-2128**. The Next Generation Sunshine State Standards specify what each student is expected to learn, for each grade and each area of study. Such state and national standards give school districts a meaningful way to measure academic performance and improvement against other school districts in Florida and throughout the country. More importantly, it helps us to identify as soon as possible when a student is struggling in some particular area and to help that student improve through a variety of district resources and services. This information is invaluable in helping us to continue to improve education services to all children and families in our district.

The school district also offers detailed information on required student achievement, program placement, promotions, retention, exceptional student education, ESOL, and other related topics in the Student Progression Plan, as required by state law. The law was enacted by the Florida State Legislature as the Educational Accountability Act of 1976 to establish testing guidelines and standards to monitor and evaluate academic performance in reading, writing, science, and mathematics for students in kindergarten through twelfth grade. Duval County's Student Progression Plan, which is modified annually, is an extensive document containing all of the

school district's academic guidelines and expectations. It is available online at www.duvalschools.org under the Student Link.

At certain points in a student's academic career, moving to the next level depends on the student's performance on the Florida Comprehensive Assessment Test (FCAT). Third graders must pass the reading test to be promoted to fourth grade. High school students must pass the tenth grade reading and mathematics tests by the end of their senior year in order to graduate. A complete calendar of all standardized testing in the district is available on our website or by calling the **Testing Office at 858-1450**.

One key to success is to be on top of situations before they become a crisis. This applies to student achievement. Sometimes when a student is having trouble in school, it goes unnoticed by the supportive people in their lives until it's too late. By getting involved early in the situation, parents can work with teachers and school counselors to give students extra help before problems get out of control. DCPS has an online gradebook that allows parents and students instant access to their grades. Visit your school counselor for more information.

Here are some tips:

- 1. Set a regular time for school work**—When parents set a regular time and place for children of all ages to do their work, homework becomes a healthy habit—just part of their day. Set a good example and sit by them and read a good book, or do work of your own.
- 2. Look at homework and tests**—Inspect what you expect. When your child brings home homework, tests and papers, sit down and talk with them about their work. Discuss the questions they answered correctly and then work on the ones that were answered incorrectly. Celebrate the little successes!
- 3. Communicate regularly with your child's teacher**—Open communication is extremely important! When you develop a positive working relationship with your child's teacher, your child gains another layer of valuable support! Let your child see the teamwork between you and the teacher. Your child will know that he or she has numerous people pulling for him or her to succeed.

Helpful Hint: *A test is like a snapshot—a one-time look at a child's performance. All children have skills and knowledge that tests do not measure—there is more to every child than a single score can report. Here are some ways to help your child succeed on standardized test:*

In the months before the test:

- *Read. Read. Read. This is the easiest way to prepare your child for taking tests. Read to your child and have them read to you.*
- *Find out when the tests are to be given. Write the date and time on the family calendar. Avoid scheduling appointments or trips during these times.*
- *Ask your child's teacher what you can do at home to review for the test.*

Right before the test:

- *Make sure your child gets a good night's sleep and eats a healthy breakfast every morning.*
- *Have your child dress in layers because kids do better if they don't have to think about how hot or cold they are while they take the test.*

Test Day:

- *Remind your child to eat a healthy breakfast*
- *Remind your child to take deep breaths and relax before starting the test*
- *Remind your child to check his or her answers carefully*
- *Remind your child that you love him or her and that you are proud of him or her, just because*

Reporting Results: Parents of public school students have the right to receive accurate and timely information regarding their children's academic progress and are given practical ways to help their child or children succeed in school. Every nine weeks during the school year, teachers evaluate the performance of each student and provide the results to parents as part of a student report card. Parents also may receive communication from a child's teacher or school anytime during the grading period whenever a student is not making adequate academic progress. In addition to report cards, parents also receive notification and explanation from the student's school of the results of all standardized tests, including the Florida Comprehensive Assessment Test. Parents also are encouraged to speak and/or meet with the child's teacher(s), principal, and/or school counselor to discuss overall academic performance and test scores at any time there are questions or concerns. Call the school to arrange such a conference.

Talking to Teachers: Don't wait for the report card or until there is a problem to talk to teachers. Good communication between home and school helps both the teachers and the school do their jobs better. More importantly, children win! Supportive parents often find that teachers are willing to go above and beyond for their children. Ways to develop open communication include the following:

1. Introduce yourself to your child's teacher(s) at open house or orientation sessions and let them know you are supportive.
2. Set up another appointment if you want to discuss your child more in-depth.
3. Use any methods of school-home communication provided by the teacher or discuss other methods with the teacher.
4. If the teacher calls, return the call or set up an appointment as soon as possible.
5. If a problem arises, try to get both sides of the story before making up your mind. Handle conflicts professionally and quickly.

Successful School Conferences: The parent-teacher conference is one of the best ways to find out how your child is doing in school. You or your child's teacher may request a conference.

Before you attend the conference: Prepare. Talk to your child. Ask your child about the things he or she does or does not like about the classroom or school. Ask your child what he or she thinks the teacher might say. Make a list of questions or concerns. For instance: What will my child learn this year? How are my child's work habits? Is my child performing at grade level? Does my child qualify for any special programs? Does my child get along with other students? What can I do at home?

At the Conference: Keep an open mind and remember that the conference is an opportunity for you to work with the teacher as a team. Emotions of all sorts may arise, but keep a cool head and work through them with the teacher.

After the Conference: Follow up. Stay in touch with the teacher. If you forgot to ask something, write a note, email or call. Talk to your child about the conference. Stress the positive things the teacher said about your child. Use the suggestions given at the meeting. Get ready to schedule your next conference in a few months. Work together!

Teacher Qualifications--All teachers within Duval County Public Schools are required to hold or be eligible for a valid Florida Educator's Certificate or a Duval County certificate (such as a vocational area). In some situations, teachers may be assigned to teach a subject that is not covered by their teaching certificate. This does not mean that the teacher is not qualified to teach. "Out-of-field" teachers are required to obtain certification in that subject area. Teachers providing services to ESOL students are required to complete training and or certification in ESOL. Parents are notified by letter, during both the first and second semesters, when their child is enrolled in a class taught by an out-of-field teacher. School-wide information on certification and qualifications of teachers, by school, is available on our website. You also may call the school and ask for a copy of the information if you do not have computer access. To find out the qualifications and certification status of an individual teacher, call the district's Professional Standards Office in the **Human Resources Department, 390-2000**.

Parent and Student Services

Wherever a child falls along the academic achievement spectrum—from a gifted child to a student whose native language is not English to children with academic deficiencies and those with disabilities, Duval County Public Schools provides a variety of support services, information resources, and special programs for those students and their families.

Literacy Services: Few things are more critical to academic success than the ability to read. That is why literacy is a top priority for Duval County Public Schools. We focus on literacy from the time a child enters the public school system all the way through to graduation.

The foundations for reading are set well before kindergarten, however. Parents who feel that a pre-school age child is not developing appropriately for the child's age are encouraged to contact the Florida Diagnostic and Learning Resource System /Crown Associate Center (FDLRS /Crown). The staff can provide families with developmental screenings and refer children to the public school system for assessment and placement in appropriate programs. FDLRS/Crown staff can also provide professional consultation, resource information, and information on training opportunities, parent support groups and other community resources for families of children with special needs. For information on services from **FDLRS/Crown, call 346-4601 or go to www.fdlrscrown.org** .

Once a child enters our school system, the child's reading progress is monitored on a daily basis by the child's teacher(s). Standardized tests and other assessment tools also give teachers a measurement of the child's reading level and of possible problems. Whenever there is an indication that a child is having difficulty with reading, teachers and parents have access to a

“safety net” of literacy services designed to help children master reading proficiency, ranging from special assistance in the classroom to a variety of after-school and summer reading improvement programs. If a child is having difficulty with reading, parents may access our services network by talking with the child’s teacher, school counselor, school psychologist, or principal. Information on literacy services is also available through **Language Arts/Reading/ESOL at 390-2136**. For information on 3rd grade promotion www.read-to-read.org

Helpful Hint: The simple act of reading out loud to your child, of all ages, and having them read out loud to you, everyday, is one of the best ways to help them develop reading skills and increase self-confidence. Encourage your child to ask about words he or she doesn’t understand. Use a dictionary to look up difficult words. Children who develop a love of reading generally do better in school throughout their academic years and into their careers.

English Proficiency: Duval County Public Schools enroll thousands of students who do not speak English as their first language. We know that these students often require additional assistance and resources to improve their proficiency in both speaking and reading English. All Duval County Public Schools provide English instruction in a variety of models. Some schools provide English in specialized classes. To learn more about the specific programs offered in various schools, please call the **English For Speakers of Other Languages (ESOL) Program office at 390-2202** to inquire about services available in specific schools. *Another resource is the Florida Department of Education Parent Response Center, Limited English Proficiency at 1-800-206-8956.*

Mentoring: Mentoring is a one-to-one relationship between a caring adult and a student who could benefit from extra help and support. Mentoring has a proven record as a powerful factor in helping students improve their grades and self-esteem and in raising their goals and expectations. Mentors serve as coaches, supporters, role models, and advocates and work closely with classroom teachers and school staff. To request a mentor, contact the child’s school or call the district’s **Department of Community and Family Engagement at 390-2960**.

Tutors: Students also may benefit from working with a tutor. Tutors are volunteers who provide additional help with academic work. Duval County Public Schools offers a variety of tutoring programs ranging from tutoring in the classroom to after-school and summer tutoring programs. For information on tutoring options, contact the child’s school or the individual district-level curriculum office for that subject to ask about available tutoring services. The district Mathematics Office is available at 390-2137. The district Language Arts/Reading/ESOL is at 390-2202. In addition, children can get extra reading help from at www.fcatexplorer.com, a practice and skills reinforcement tool that is based on Florida’s Next Generation Sunshine State Standards and operated by the state. It is free of charge.

After-School Programs: There are literally dozens of after-school programs available throughout Duval County Public Schools, most of them geared toward improving reading proficiency, student self-esteem, or academic achievement, or providing other types of support services such as after-school and extended day care. Some are Duval County Public Schools programs; others are programs offered by organizations and agencies throughout our community. For information on enrolling a child in an after-school program or in your child’s Extended Day Program, contact the school to find out which programs are available there. Our website also includes information on **Community Education programs geared to school-age children or call 858-6080**.

Choosing After-School Activities

Helpful Hint: Making smart choices regarding enriching after-school activities starts with first knowing your options. Find out which activities and the guidelines to participate are from your child’s school. Next, think about your child’s interests, needs, and goals. Once your child has started an activity, check in with them to make sure that they are enjoying the experience. Psychologist Susan Newman states, “If the activity is not something the child is even moderately good at, it can have a negative effect on his- or her- self perception.” Make sure they give the activity “a chance” before deciding to drop out. Whatever you choose, don’t overdo it. Overscheduled children who have no down time tend to feel pressure and are exhausted thus their academics suffer. Summer programs are good ways to test out activities as generally the programs last a week long. Volunteering is an excellent after-school activity to consider for older children. An organized volunteer program can be fun and enlightening for children while at the same time helps develop a commitment to community service.

Counseling Services: Duval County Public Schools provides a full spectrum of services for students and their families through the Exceptional Education/Alternative Education and Support Services Department.

School psychologists and social workers are available in all schools on an itinerant basis to provide intervention, counseling, and evaluation services for children to determine their specialized educational needs. They are also available to work with parents, teachers, and school administrators to provide consultation on how to work with children in the home and classroom to encourage success.

School psychologists serve as a resource to schools and families to conduct classroom observations, provide progress monitoring of both academic and behavior concerns, assist with the implementation of classroom interventions, provide short-term counseling, and conduct in-service training.

School social workers serve as advocates for the student and the family in finding solutions to problems that adversely affect the student's adjustment in the home and at school. They do this by linking parents to community services that can help children and their families meet their basic needs.

School psychologists and social workers work cooperatively as members of school-based decision making teams to assure that students are receiving comprehensive services from professionals that are familiar with the students and the resources available in their school and community.

Either teachers or parents may initiate a request for assistance for a child. Contacting the school to speak with a school based administrator or school counselor is the best way to initiate the process. Parents also may call the district **Exceptional Education & Student Services Department at 390-2071.**

Parents may also contact the district Section 504 office for assistance for students who may qualify for federal protection under the Section 504 Rehabilitation Act of 1973. School psychologists assist schools in substantiating the presence of significant learning, social-emotional, or medical impairments that may rise to the level of a disability for any student. In such cases, the school psychologist may work with the school's Section 504 team to determine if a student meets the eligibility requirements under Section 504. The school psychologist can add valuable information regarding the degree of impact any impairment may have on a major life activity. School psychologists collaborate with school teams and parents to locate those students eligible for Section 504 accommodations. Other helpful numbers: **School Psychology Services: 390-2084 & Section 504 Program Services 390-2231**

The District ZIP Counselors (Zeroing In on Prevention) specialize in crisis response, violence prevention, mental health and substance abuse counseling. They provide consultation, referral resources, and short term individual or group counseling to those students at risk for, or affected by substance use/abuse and violence. These services are available to the ten high schools that do not have access to a Full Service School facility. The ZIP Counselors also conduct district and community trainings on substance use, bullying and violence, suicide prevention, along with other related topics. **Call Safe & Healthy Schools at 390-2131.**

Full-Service Schools

Helpful Resource: *Full Service Schools is a neighborhood-governed educational and social service collaboration designed to meet the health and psycho-social needs of students. The goal of the collaboration is to deliver to the classroom, healthy, motivated and well-behaved students thereby allowing teachers to teach rather than having to address non-educational issues. Full Service Schools is the only free mental health resource for children in Duval County. A list of the Full Service Schools is located at the end of this handbook. Common Services offered (all free of charge) include:*

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|---|--------------------------------------|--------------------|--------------------------------|
| <i>*Behavioral help for children</i> | <i>*Individual/family counseling</i> | <i>*Mentoring</i> | <i>*Parenting help</i> |
| <i>*Medical/health/nursing services</i> | <i>*After-school activities</i> | <i>*Eyeglasses</i> | <i>*Basic needs assistance</i> |

Duval County Public Schools provides, through its Office of Multiple Pathways and Support Services Department, a full spectrum of counseling services for students and their families. School social workers serve as advocates for students in foster care to solve problems that adversely affect the student's adjustment in the school.

The district's Attendance Services Office works with the schools, community agencies, students, and parents to improve school attendance and deal with truancy issues. Health-related information and counseling are available for a variety of concerns, including hearing and vision services, or other medical conditions, and the issues of teenage parents.

Families who find themselves homeless face additional barriers to enrolling and keeping their children in school and to contributing to their children’s academic success. The Homeless Education Program, the district’s program for the education of homeless children and youth, is designed to help reduce or eliminate these barriers.

Teenagers who become parents while still in school also have extra challenges to face, both for themselves and their own children. The Teen Parent Service Center helps to facilitate child care, transportation, and health/social services referrals to these teens to help them finish high school and become self-sufficient. **Call the center at 390-5010 for information and services.**

Duval County Public Schools’ crisis team responds to traumatic/crisis incidents as requested by schools. For assistance call 390-2366 or 390-2093.

Often, students require more than one of these services, and the staff who provide these services frequently work as a team to assess the problems and find solutions and assistance for the student and family.

Either teachers or parents may initiate a request for assistance for a child. Call the child’s school for the name of the appropriate counseling person there. Parents also may call the district **Office of Multiple Pathways and Support Services Department at 390-2476, or the following individual areas:**

Attendance Services 390-2093	Department of Health School Nursing 253-1580	Health Services 390-2091	Hearing Services 390-2906	Homeless Education Program 390-2528	Teen Parent Center 390-2050	Vision Services 858-1946
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The Duval County Public Schools’ Alternative to Truancy and Out-of-School Suspension (ATOSS) Program is a voluntary program for students who have been suspended from school as a consequence of inappropriate behavior. The program will provide behavioral and academic help for a period of one (1) to ten (10) days to enable students to continue the learning process (both academic and behavioral) in a safe, structured, and supervised environment. There are five strategically centers located around the city:

Beaches Boys and Girls Club 820 N. 20 th Avenue (32250) 270-1830 (fax) 270-1832	Bridge of Northeast Florida 1824 N. Pearl Street (32208) 354-7799 (fax) 212-1473	St. Paul Missionary Baptist Church 3738 Winton Drive (32208) 768-1172 (fax) 224-5836
Southside Middle School 2948 Knights Lane (32216) 732-5124 (fax) 732-5125	Westside 7450 Wilson Blvd. (32210) 573-1150 (fax) 573-1168	

School nursing services are provided to assist in the identification, assessment and counseling of students at risk or with potential health problems. In cooperation with school personnel, parents and other health professionals, nurses will take appropriate action to assist in obtaining needed services for students through referral to appropriate agencies. The school nurses for the basic school health services program are scheduled in elementary, middle and high schools on a weekly basis.

Academic Advisement/College Planning: In today’s world, students and their parents often must begin making preliminary decisions about college and careers as early as middle school. Guidance Services oversees academic counseling and college /career planning services for students throughout the district through programs available at every Duval County Public School. School counselors in the individual schools are available to provide parents and students with information on course selection, college planning and applications, financial aid, other post-secondary education options, and careers. The district Guidance Office also can answer general questions and provide many helpful publications about making these important decisions.

Each fall, the National Association of College Admission Counselors (NACAC) sponsors a national college fair for Duval County students. Additionally, beginning each January, the district sponsors a College Financial Aid Night for parents at each of the district high schools. Call the school office to ask about dates for these events. For information on academic, college and career planning, **contact your child’s school counselor or the main Guidance Office at 390-2090.**

In addition to academic advising, school counselors can also assist with career and person/social advising. We encourage you to contact and meet your child’s counselor every year to discuss your child’s challenges and concerns, identify appropriate safety nets and support services, and identify resources that may be available to assist with academic career and personal/social planning.

Call the Florida Department of Education Parent Response Center for information:
Financial Aid/Scholarships for College.....1-800-827-2004
Community College Information.....1-850-245-0407
State University Information.....1-850-245-0466

Parent Participation Opportunities

Educators believe, and research shows, that when parents are involved in their children's schools, academic achievement goes up. Showing a strong interest in a child's education is one of the most important things a parent can do. Duval County Public Schools provides a variety of ways in which parents can be actively involved in school planning and decision-making, in fundraising, and in supporting academic success.

School/District Advisory Councils: Advisory councils (SACs/DAC) for individual schools and for entire school districts were created by the Florida Legislature in 1991 to play a vital role in the overall operation and success of public schools. These advisory councils provide parents, students, faculty, staff, and community and business members with an opportunity to get involved with a school's long-term mission and short-term objectives by participating in setting educational priorities and determining a school's needs.

School Advisory Councils must include a majority of non-school district employee members. Their primary responsibility is to assist in preparing, evaluating, and implementing the school improvement plan. They also play a role in preparing school budgets and in reviewing school data that can indicate planning directions for student success. Contact the school for information about the School Advisory Council or a copy of the council's guidebook.

PTA/PTSA: More than 35,000 people belong to a Duval County Public Schools' Parent Teacher Association or Parent Teacher Student Association. School PTAs and the Duval County Council of PTAs/PTSAs are involved throughout the year in many activities that support the public school system and its students and families. In addition to regular meetings that provide parents with a forum for information and expressing concerns, the PTAs conduct numerous workshops for parents, teachers, principals, and students on health, leadership, education, and parenting issues. They produce a number of printed materials about topics of interest to parents. They coordinate volunteers for hearing and vision screenings in the schools and fund several scholarships to Florida colleges. PTA/PTSA sponsor numerous school and district-wide service and fundraising projects. Through PTA membership, parents can have a direct impact on a child's school and on the school district as a whole. For information on PTA membership at your child's school, contact the school directly. For more general PTA/PTSA information, visit www.dccpta.org.

Volunteering: Duval County Public Schools strongly encourages parents to become school volunteers. As a school volunteer, parents can demonstrate the importance of school to their own children while also having a positive impact on the learning environment for many other children as well. Volunteer opportunities in our schools range from classroom assistant to home room parent to tutoring to mentoring to health screenings to community resources volunteer. Each school has its own unique set of volunteer opportunities.

All school volunteers must complete a DCPS Volunteer application. Applications can be filled out on the website at (www.duvalschools.org/communityinvolvement/volunteer). Volunteers must pass a level one background screening (based on name, address, date of birth and social security number.) School Principals make the final decision regarding school volunteers and volunteering experiences. The best way to learn about volunteering at a school is to call that school directly or call the district's **Department of Community and Family Engagement (CFE) at 390-2960**.

Adult Education: Frequently, parents find that when they improve their own education, it has an impact on their children's academic success—from providing a role model for children to improving the parent's ability to read with a child and help with homework to bettering the family environment through improved job and life skills. No one is ever too old to learn, and Duval County Public Schools provides a number of opportunities for parents to increase their educational achievement as well.

A primary source for adult education classes is the Community Education Department. Adult classes range from reading, typing, computers, General Equivalency Diploma (GED) preparation, to job skills and money management. For a list of upcoming classes and sites, check the **Community Education website at www.duvalschools.org or call 858-6080**.

Student Academic Opportunities

Duval County Public Schools has an international reputation for excellence in its academic programs. These programs range from its magnet programs to International Baccalaureate and Advanced Placement programs to advanced-studies high schools. Almost any type of challenging academic course that a student wishes to follow, in science, art, or humanities, is available through one or more of our public schools.

Magnet Programs: Duval County Public Schools offers one of the largest, most comprehensive magnet school programs in the country. Unlike many other magnet programs around the country, however, most Duval magnet programs are open to students via a lottery system, without stringent testing or other such requirements. The only exceptions are the two performing arts schools and the International Baccalaureate programs. As a result of that accessibility, more than 20,000 students currently participate in the various learning communities offered through different programs at 62 schools—elementary, middle, and high school.

While magnet program students also take courses in traditional subjects, they are able to develop interests and talents from a wide range of specialized programs in mathematics, science, the arts, languages, aviation, law/legal professions, technology, public service, and many other areas. The district offers two Montessori magnet elementary schools. For detailed information on all our magnet programs, go to our website at www.magnetprograms.com or call the **Magnet Program Office at 390-2082**.

Gifted and Talented Programs: Several elementary, middle, and high schools in Duval County offer Gifted and Talented/Multiple Intelligences/College Preparatory options. While acceptance into these programs is not always based on academic performance or other competitive measurements, once in the program, students must meet academic performance standards to remain in the program the following year.

Florida's current definition of giftedness is: One who has superior intellectual development and is capable of high performance. A student is eligible for the gifted program if the student demonstrates a need for a special program, has the majority of characteristics of gifted students according to a standard scale or checklist, and very superior intellectual development as measured by an individually administered standardized test of intelligence. A student is also eligible if the student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students. Standardized test scores, academic performance and a Teacher Rating Scale determine criteria for eligibility for the gifted program, as well as superior intellectual development as measured by an individually administered standardized test of intelligence. For more information on the Gifted and Talented Program, go to our website or call the **Gifted Programs 346-4601 ext 102**.

Acceleration Programs

Acceleration Programs allow highly motivated students the opportunity to earn college credits while in high school. The Duval County School Board and Superintendent are dedicated to providing all students a high quality education.

For the 2010/2011 school year, a High School Acceleration Program will be available in each region of the district (North, South, East and West). The four acceleration programs are [Cambridge Advanced International Certificate Education \(AICE\)](#), [Advanced Placement Honors \(AP\)](#), [Early College](#), and [International Baccalaureate Diploma \(IB\)](#).

Advanced International Certificate of Education (AICE) Program: The Advanced International Certificate Education (AICE) program is an internationally recognized, rigorous, pre-university curriculum and examination system for highly motivated, academically oriented students. Sponsored by the University of Cambridge International Examinations, AICE offers a flexible, broad-based curriculum. The AICE Program develops the skills of independent research and investigation, the use of initiative and creativity, and the application of skills and knowledge.

Advanced Placement Honors (AP) Program: The Advanced Placement (AP) Honors Program challenges students to display exceptional achievement on AP Exams across several disciplines. AP courses are taught at a level equal to that of college freshman courses. Each course is concluded by a comprehensive exam created by the College Board. Students who enroll in an Advanced Placement course are required to take the AP examination.

Early College: Early College blends high school and college courses to enable students to earn a high school diploma and an Associate degree with no financial cost. In grades 11 and 12, Early College students are enrolled full-time at Florida State College at Jacksonville. The Early College Program provides students greater access to higher education and promotes student achievement at the high school and postsecondary levels.

International Baccalaureate (IB) Diploma Program: International Baccalaureate (IB) Diploma Program is a rigorous, internationally recognized pre-university course of study for highly motivated students. The program's challenging curriculum is

designed to promote intellectual and personal development. The emphasis of analysis and application of skills prepares IB students for success in higher education and employment. The aim of the program is to develop internationally minded citizens.

Virtual Schools: Virtual Education, Cyber Education, Online Education, E-Learning, Mobile Learning, and Distance Learning are all terms used to describe the same entity. Virtual education is best described as a learning opportunity where the student and the educator are separate from one another by space, time, and often both. The educator facilitates learning of subject matter through an online classroom environment that can include but are not limited to: multimedia resources, internet, video conferencing, webinars, simulations, and other alternatives. The students work through the curriculum at various times and locations.

Asynchronous learning occurs when the student and educator work on their own time and pace, but most often within a framework schedule. Synchronous learning occurs when the educator and student are in the learning environment at the same time. Virtual Education can contain both asynchronous and synchronous opportunities of learning and instruction. Overall, virtual learning has become extremely successful and popular due to the ability to meet diverse needs for students based on academic placement, future goals, personal lifestyles, and different abilities.

Response to Intervention (RtI) A School-based Multi-Tiered System of Student Support

Parents want to see their child excel, and it can be very frustrating if a child falls behind academically, or if the child has difficulty getting along with others or making appropriate choices.

Schools seek to support students who are struggling through a system of supports created to respond to their needs.

Response to Intervention (RtI) is a process that provides intervention and educational support at increasing levels of intensity as necessary. The goal is to prevent problems and intervene early so that students can be successful. Response to intervention services are located at your child's school and are part of the general education framework.

What does Response to Intervention look like?

The Response to Intervention system of support has three tiers that build upon one other. Each tier provides more intensive support for students.

Tier 1 includes high quality instruction for all students. The school provides access to high quality curriculum, instruction, and behavior supports in the general education classroom.

Tier 2 includes additional targeted, supplemental instruction/interventions. The school provides interventions to small groups of students who need more support than they are receiving through Tier 1.

Tier 3 includes intensive interventions. The school develops and implements interventions to meet the individual needs of students. The student's progress is monitored and results are used to make decisions about additional instruction and intervention.

What can parents expect with RtI?

- You will be informed and involved in planning and providing interventions for your child.
- You will see levels of support (academic and behavioral) that increase or decrease in intensity depending on your child's needs.
- You will receive frequent progress monitoring about how your child responds to the intervention provided.

What should I do if I believe my child is struggling in school?

1. Begin by talking with your child's teacher about your concerns. Learn more about the curriculum, assessments, and interventions being used in your child's school. At home, you can review and assist with homework assignments as needed.
2. Participate in all conferences and other meetings about your child. Make a list of specific questions to ask during conferences, such as what additional supports may be needed to help my child improve.
3. If your child is receiving extra assistance, ask for regular progress monitoring reports. Share information with teachers that may be helpful in providing the appropriate support to help your child move forward.
4. Be sure to celebrate your child's progress and successes at home. When children know that teachers and parents are communicating and working together, improvements are sure to follow.

Office of Multiple Pathways and Support Services

The mission of the Office of Multiple Pathways and Support Services is to provide students and their families with the academic and social support services necessary to enable students facing challenges in their school and/or family life environments to remain on track towards high school graduation and post-secondary educational or high-wage, high-tech career and technical education training. Our department offers both assistance in the academic area, particularly for those students behind in their grade levels or credits, and student and family support services. Our departmental services can be reached at 390-2476 and we will be pleased to assist you.

Academic Services:

- Elementary and K-8 Multiple Pathways
- High School Multiple Pathways
- Duval Virtual Instruction Academy

Student and Family Support Services:

- Attendance and Truancy
- Medical support services (school nursing)
- Homeless Assistance for Students
- Foster Care Services
- Teen Parent Services
- ATOSS Centers (Out-of-School Suspension Centers)
- Alternative Schools Hearing Office
- Vision Services
- Safe and Healthy Schools
- Community Education/Extended Day/Driver Education (858-6080)
- Department of Juvenile Justice (DJJ) Schools

Educational Choices

Parents in Duval County have a variety of education options from which to choose to best meet their children's education needs.

Public School Options: Children have a number of public school choice options. All students have a neighborhood school that is determined by the residential address of the parent or guardian. Parents may call 390-2144 to find out the name of the neighborhood school.

In addition to the neighborhood school, students may apply to attend a magnet school. A magnet school is a school that offers a special theme or emphasis along with the regular Duval County curriculum. The application season for magnet schools occurs in January and February of each year. Applications are mailed to all currently enrolled students in grades Kindergarten through Grade 10. Blank applications are also available on www.magnetprograms.com. **Call 390-2082 for additional information.**

Students may also apply to attend another school through the district's Special Transfer Option program. The number of openings for the Special Transfer Option is determined by the projected enrollment for the school. Schools that are overcrowded already do not have openings for Special Transfers. The application window for this option occurs in the spring. **Call 390-2144 for additional information.** The website for the McKay Scholarship program and the Opportunity Scholarship Program is www.floridaschoolchoice.org. Parents can also call the toll-free parent hotline: 1-800-447-1636.

Charter School Options: In addition to regular private schools in the community, parents also have the option of sending a child to a charter school. Charter schools are set up under certain state restrictions and sign contracts with the public school district. Charter schools must apply with the School Board for approval as a charter school. The applications are reviewed by the Board and the school is also monitored by the Board to ensure contract compliance. For more information on charter schools, call the **Charter School Office at 390-2813.**

Home Schooling: Parents also have the option of schooling their children at home. For information on the state requirements and guidelines for home schooling, call the **Home Education Office at 390-2476**.

Academic Alternative Schools:

Drop Back In Academy: provides an opportunity for those students ages 16-21 and in grades 9-12, who have withdrawn from Duval County Public Schools to return to school and earn their standard high school diploma. Through a combination of direct teacher instruction and computer-assisted instruction, students may move at an accelerated pace through the same 24 credits and curriculum as the comprehensive high schools in Duval County. As in the other comprehensive high schools in our district, students enrolled at Drop Back In Academy earn their standard high school diploma via successful completion of 24 credits, 2.0 GPA, and successful completion of FCAT testing. The Drop Back In Academy is located at 15 sites throughout the city of Jacksonville. For more information, please call the Drop Back In Academy central office at 306-0500.

Duval Virtual Instruction Academy: is available for students in K-12th grades. It allows a child to be educated at home through technology and with the support of teachers and counselors. For more information, contact the school office at 390-2037 or visit the website at www.duvalschools.org/duvalvirtual.

Accommodations for Students with Disabilities

The Duval County Public Schools philosophy is that all children should have every opportunity to develop to their highest potential. This philosophy also is part of several state and federal laws applying to the public education of children with disabilities.

As part of Duval County Public Schools, the Exceptional Education & Student Services (EE/SS) Department offers students and family members far more than just instruction. The school district provides a comprehensive range of services, from breakfast and lunch programs to door-to-door transportation to homework assistance to social services. When required, students also benefit from occupational and physical therapists, guidance counselors, speech and language services, and assessment services. Specialized equipment is provided for those who require it. Just as important, classrooms are designed, equipped, and staffed to accommodate the individual needs of students with learning, emotional, behavioral, physical and/or sensory disabilities.

Each student identified as a student with a disability is served through the development of an Individual Education Plan (IEP), which is reviewed and updated throughout the school year. The plan is also used to report student progress and to describe accommodations or modifications that are required to meet a standard or goal. Student progress is reported as frequently as progress for non-disabled peers.

The program also offers a wide range of tests to measure progress, including the Florida Comprehensive Assessment Test, the Stanford Diagnostic Reading Test, and others. Assessment tools specifically designed for students with disabilities also are used.

Testing Accommodations: When students with disabilities are administered standardized tests, whether the Florida Comprehensive Assessment Test or some other standardized test, schools are required to provide the necessary accommodations for those students whose Individual Education Plan specifies the need for such accommodations. The Duval County Public Schools Testing Office provides each school with detailed guidelines on allowable accommodation requirements, including requirements governing presentation, student responses, physical setting, and assistive technology. For further information regarding accommodations for students with disabilities, visit the **Florida Department of Education website:** www.fldoe.org.

504 FCAT Accommodations

Helpful Hints—some students with disabilities or a 504 may be eligible to take the FCAT with accommodations or changes in how the test is given. These changes give a student the opportunity to demonstrate what he or she has learned. Changes in what is tested are not allowed. The IEP or 504team determines which, if any, accommodation the student needs. The student should use the same accommodation during classroom testing. Some accommodations that are allowed in the classroom are not allowed on the FCAT. For more information about accommodations for students with

Helpful websites:

This year Duval County will offer webinars to familiarize parents with the vast resources accessible to students. To register go to http://www.duvalschools.org/static/students/student_software/ and click on the link to register. Parents can learn from the comfort of their home in their slippers.

Link	Description
Compass Odyssey	COMPASS ODYSSEY is a Math, Reading, Science and Social Studies robust software website for all students in grades 6-12.
Destination Success	DESTINATION SUCCESS is a Math and Reading software suite available free of charge to all Elementary Duval County Public School Students. FCAT activities are available for parents to use during the year and there is a summer enrichment program for all students as well.
FCAT Explorer	FCAT EXPLORER is an instructional support tool for Florida's teachers and students that is based on the Sunshine State Standards. Content includes Reading, Math and Science. Link: http://www.fcatexplorer.com Student Username: Last Name + First Initial Password: 16 + First Four Letters of Last Name + 2 digit Birth Month + Birth Date
FCAT Links	www.duvalschools.org/fcat FCAT information, sample tests, published tests, and resources.
All of the following resources are free to all DCPS students. Login information can be obtained from the Media Specialist or Teacher at your school.	
Online K-5 Science Textbooks	See your Science teacher for an access code. The online science website contains the Science textbook and interactive activities and web links that will make science come alive!
Online Leveled Books	www.eduplace.com/eservices This website contains thousands of online books that are aligned to student reading level. Books can be read online or printed.
netTrekker	www.nettrekker.com Nettrekker is a safe educational search engine that is accessible to all students. With netTrekker you can easily find educational games, exercises and links that are aligned to content and standards.
Proquest, Culture Grams, Elementary ELibrary, History Study Center, SIRS Discoverer	http://proquestk12.com/ A comprehensive reference collection for grades K-12. Go to the website and click My Products Page .
GALE DATABASES	http://infotrac.galegroup.com/itweb/fl_duvalcps

	Research resources for students (K-12) and teachers. Different searchable age-appropriate databases
GIZMOS	www.explorellearning.com Math and Science Gizmos are designed to help students develop a deep and lasting understanding of key concepts in math and science through inquiry and exploration. Login information must be obtained from the school. Call Susan Webb at 348-7207 for info.
RAND MCNALLY CLASSROOM	http://www.randmcnally.com This is the best destination for geography. Here you'll find maps, games and geographic reference information. Once at the webpage, click on the FOR EDUCATORS link, and then click the LOGIN link under Rand McNally Classroom
ENCYCLOPEDIA BRITANNICA ONLINE	http://www.school.eb.com Gives students instant access to four complete encyclopedias that ensure consistency with classroom topics.
GROLIER ONLINE	http://go-passport.grolier.com/ Includes seven encyclopedia databases and valuable research information online.
TEACHING BOOKS.NET	http://www.teachingbooks.net Help students read more ... and enjoy it. Bring authors into your classroom and your home....Online..... Anytime.
LIT2GO (no access code needed)	http://etc.usf.edu/lit2go/ A free online collection of stories and poems in mp3 (audiobook) format. Print the stories or listen to them on a mp3 player!
Scholastic (no access code needed)	http://www2.scholastic.com/browse/learn.jsp Scroll to access student activities differentiated by grade level and subject
Starfall (no access code needed)	http://www.starfall.com/ A wonderful site for PReK, K, and 1st grade where kids learn to read!

Other useful websites:

Bright Futures Scholarship Program: www.floridastudentfinancialaid.org/SSFAD/bf/

Career and Academic Advising: <http://FACTS.org>

Compass Learning: www.compasslearning.com

District's Scholarship Book and website:

www.duvalschools.org/static/aboutdcps/departments/acadprog/guidance_services/scholarships.asp

DCPS Volunteer Application: www.duvalschools.org/community

Riverdeep and Learning Village: www.duvalschools.org/static/aboutdcps/departments/intech/learning_village.asp

Title I: www.duvalschools.org/departments/title1/parentresourcecenter

Translation Services: www.transact.com

FULL SERVICE SCHOOL SITES AND RESPECTIVE CAMPUS LOCATIONS

Arlington Family Resource Center (Terry Parker High School)

8015 Parker School Road Jacksonville, FL 32211 • 904.858.1955

Beaches Resource Center (Fletcher High School)

700 Seagate Avenue Neptune Beach, FL 32266 • 904.270.8200

Englewood Family Resource Center (Englewood High School)

4412 Barnes Road Jacksonville, FL 32207 • 904.730.6289

Greater Springfield Resource Center (Andrew Jackson High School)

3816 Main Street Jacksonville, FL 32206 • 904.359.6250

Paxon Family Resource Center (S.P. Livingston Elementary School)

1128 Barber Street, Jacksonville, FL 32209 • 904.348.7578

Ribault Family Resource Center (Ribault High School)

3701 Winton Drive Jacksonville, FL 32209 • 904.390.4019

Westside Family Resource Center (Oak Hill Elementary School)

6910 Daughtry Boulevard S Jacksonville, FL 32210 • 904.390.3284

Sandalwood Family Resource Center (Sandalwood High School)

2750 John Prom Blvd. Jacksonville, FL 32246 • 904.348.7553

76 TITLE I SCHOOLS
2011-2012

ELEMENTARY - 51

015 Brentwood
018 Central Riverside
019 Ruth N. Upson (PK)
021 Annie R. Morgan (PK)
046 Arlington
070 North Shore (PK)
072 Spring Park (PK)
073 John Love (PK)
074 Lake Forest
077 Hyde Park (PK)
078 Biltmore (PK)
079 Ramona
083 San Jose (PK)
084 Bayview
087 Englewood
089 Woodland Acres (PK)
091 Sallye B. Mathis (PK)
093 Pinedale (PK)
094 Windy Hill (PK)
095 Rutledge Pearson (PK)
097 Cedar Hills
098 Timucuan (PK)
099 Highlands (PK)
106 Long Branch (PK)
113 Wayman Academy (Charter)
116 Sadie Tillis
121 Tiger Academy (Charter)
122 Global Outreach Academy (Charter)
124 St. Clair Evans Academy (PK)
143 West Jacksonville (PK)
148 R.L. Brown
149 S. P. Livingston (PK)
158 George W. Carver (PK)
163 Rufus Payne (PK)
166 Carter Woodson (PK)
169 S. A. Hull (PK)
202 Reynolds Lane (PK)
203 Kings Trail
205 Pickett (PK)
210 Oak Hill
214 Hyde Grove
215 Justina Road (PK)
220 Martin L. King
229 Jacksonville Heights
234 Jackson
235 Ft. Caroline
240 Arlington Heights
243 Gregory Drive
250 Pine Estates
262 Andrew Robinson (PK)
269 Biscayne

MIDDLE - 9

069 Lake Shore
092 Butler/Paxon
102 SOS Academy (Charter)
127 KIPP Impact (Charter)
146 Matthew Gilbert
155 Northwestern
207 Jeb Stuart
212 Ribault
244 Highlands

HIGH SCHOOL - 12

033 Robert E. Lee
035 Andrew Jackson
047 Lone Star (Charter)
086 Terry Parker
090 Englewood
096 Jean Ribault
165 William Raines
224 Samuel W. Wolfson
241 Nathan B. Forrest
248 Ed White
280 Frank H. Peterson Academies
285 A. Philip Randolph Academies

ALTERNATIVE - 3

006 Mattie V. Rutherford
014 Grand Park
050 Drop Back In Academy

ESE - 1

170 Palm Avenue

Revised: June 29, 2011

DUVAL Title I, Part A Parental Involvement Plan

I, Ed Pratt-Dannals, 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

Parental Involvement Mission Statement

Response: To empower parents to support their children's academic achievement, social, and emotional development from the cradle to the workforce and/or college. We will accomplish this by providing training and program activities for parents and stakeholders; along with increasing parent engagement through technical assistance to educators.

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 allocated [Section 1118(a)(2)].

Response: The LEA has a District Parent Advisory Council composed of parents from Title I schools. This council provides input into the development, implementation and evaluation of all school-related plans, (LEA plan, Parental Involvement Plan, and use of funds. At the LEA school level, there is parent representation on the School Advisory Council (SAC) committee that oversees the school improvement guidelines. The district school improvement office provides training for the SAC and PAC members. The training includes gaining a comprehensive understanding of the school improvement plan, parent involvement plan, the process for developing and implementing the plan. The training also includes strategies for monitoring the school improvement goals and objectives which includes parent involvement. In an effort to strengthen dedicated school parent volunteers for effective parent engagement, the LEA will conduct Professional Development Training for families and school staff.

LEA plan [Sections 1112 (c)(H), 1112(d)(1)]

The Parent Advisory Council (PAC) sub-committee met and evaluated the 2010-2011 Parent Involvement Plan then provided input for the 2011-2012 plan. A parent survey and a school leadership were disseminated to all Title I schools for the purpose of developing and implementing an effective LEA and school-wide Parent Involvement Plan. Survey results will be reviewed, evaluated, and analyzed by the LEA Parent Involvement staff, Parent Advisory Council (PAC) Board and the LEA Executive Director of Title I for the development of the 2011-2012 LEA Parent Involvement Plan.

School review and improvement under Section 1116 [Sections 1118 (a)(2)(A), 1116 (a) (1)(D), 1116 (b)(3)(A)]:

All Title I schools will be provided assistance and support for planning, implementing and evaluating their school's Parent Involvement Program activities. This will be done through training workshops that will review the

development of school parent involvement plans, required parent involvement compliance, and other pertinent information. A principal's training will be held during pre-planning to provide guidance on fulfilling the requirements of Section 1118, ESEA. Each school will receive an audit "black box" that will consist of various tools required by the district to assist with a planned implementation and evaluation of parent involvement at each school. The audit "black box" will include a comprehensive school parent involvement plan utilizing the state template. The district parent involvement staff will provide on-site technical assistance to support the development of school parent involvement plans and all components, (compliance items), of the audit "black box". In addition, the district Title I website (http://www.duvalschools.org/static/aboutdcps/departments/special/titleone/Parent_Centers/Principal_ToolKit.asp) will have a principal's toolkit which includes the school parent involvement template as well as guidance documents, (parent workshop request form, activity calendar template, links to parent involvement resources, parent survey forms, parent evaluation forms) to assist principals and school staff with additional information regarding parent involvement. To ensure Title I Part A, Parent Involvement compliance, System Improvement Plans were developed and will be implemented and monitored during the 2011-2012 school year. District deadlines will be established for timely completion of the school parent involvement plans, which will be reviewed by the district staff for meeting all requirements. The LEA monitoring process to ensure fidelity of implementation for increased, effective parent involvement is supported and coordinated by a team of district professionals. The team consists of director, specialists, resource teachers and parent liaisons. By the end of the 2011-2012 school year, all Title I schools will be monitored once during the first semester, once mid-year and a final audit compliance review at the end of the school year. This monitoring process of Title I regulations regarding parent involvement will be adhered to for ensuring fidelity.

How the funds for parental involvement will be spent [Section 1118 (a)(2)]:

The decisions involving the use of the federal 1% Title I Parent Involvement reserved funds and the LEA Parent Involvement budget were made through a collaboration of Title I Parent Involvement staff, principals and PAC membership.

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 district Parent Involvement staff provides a "train the trainer" opportunity for Title I schools' parent contacts, parent liaisons, school staff and principals to enhance their abilities to implement parent involvement programming. Technical assistance is provided to principals and staff to review student and school achievement data to support the development, implementation and review of all required plans to support parent involvement activities. This effort is supported and coordinated by a team of district professionals, the Florida Parental Information Resource Centers (PIRC) staff, technical support from the Florida Institute of Education at the University of North Florida (FIE), and other contracted technical support. The district parent involvement staff consists of:

- Director, Title I Parent Involvement
- Specialists, District Parent Involvement (Field Support)

- Resource Teachers, Parent Involvement (Field Support)
- Parent Liaisons

The LEA will provide support to parents in building capacity to improve academic achievement by implementing the following:

Parent University, Parent Advocacy Panels, Neighborhood Learning Network via the Parent Involvement Centers, Parent Involvement Technology Initiative, Parent/Child at home Learning Activities

Below is a description of an adequate and timely process the LEA will use to review the school-level PIP's to ensure compliance with all requirements of Section 1118. The state's rubric will be used to review school-level PIP's.

Details/ Description Date Due Responsible Person

Mungin, Smith meet to collect and evaluate

data from DCPS Title I Zoomerang Principal's survey. June-July 2011 Mungin

Template Guidance Overview for Developing 2011-2012 School Parent Involvement Plan Aug 2011 Amos/Mungin

Updated Budget Sheet July 2011 Mungin

Email to All Title I Principal Re: The 2011-2012 Parent Involvement Plan Online is available June 2011 Amos/Lugetko

Receipt of all PIP from Group A schools Aug 25 Lively/Smith

Resource Teacher review Group A PIP's; either send back to principal/designee for corrections or forward to Specialist, Specialist forwards to Director for final approval Aug 25- Sept 1 Lively/Smith/Mungin/Amos

Receipt of all PIP from Group B schools Sept. 1 Lively/Smith

Resource Teacher review Group B PIP's; either send back to principal/designee for corrections or forward to Specialist, Specialist forwards to Director for final approval Sept 1 - 8 Lively/Smith/Mungin/Amos

Receipt of all PIP from Group C schools Sept. 8 Lively/Smith

Resource Teacher review Group C PIP's; either send back to principal/designee for corrections or forward to Specialist, Specialist forwards to Director for final approval Sept 8-15 Lively/Smith/Mungin/Amos

Email from Director to all principals of all LATE PIP's Sept 9 Amos

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

count	Program	Coordination
1	Voluntary Pre-Kindergarten (Year-round)	•Family Literacy Backpack program- a family engagement literacy component that involves make-n-take learning activities for the entire family. • Parent liaisons will facilitate parent involvement activities for family programming during the school year.
2	Summer Voluntary Pre-Kindergarten	•Title I Family Involvement Centers will support the recruitment efforts for summer VPK • Provide a Pre-K to K Transitions Program Activities
3	Head Start	• Duval County Head Start Centers will receive parent communication inviting parents to District Family Involvement Center program activities to encourage participation •Parent Liaisons will support SVPK recruitment at Duval County Head Start Centers
4	McKinney-Vento Act, Homeless	All Family Involvement Centers will coordinate efforts with Title I Social Workers to communicate and disseminate information regarding “homeless” family support and services
5	Title I Pre-Kindergarten	•Family Literacy Backpack programs- a family engagement literacy component that involves make-n-take learning activities for the entire family.
6	I.D.E.A. Exceptional Student Educational Pre-K Program	The parent liaisons will facilitate parent involvement activities coordinated for ESE Pre-Kindergarten blended classrooms
7	ESOL Center/Program Schools	The Title I Parent Involvement staff will communicate and disseminate family involvement information at the district’s Refugee Grant – Center for Language and Culture

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

Response: The LEA will involve parents with the annual evaluation of the parent involvement policy in numerous ways throughout the school year. There will be several district Parent Advisory Council meetings where parents will have an opportunity to evaluate the parent involvement policy and also give recommendations for improving the current program. These results will also be used to enhance programming techniques that will help parents help their children become academically successful. The LEA will conduct the following types of evaluations:

- Individual School Surveys

- Parent Involvement Center Workshop and Program Activity Evaluations
- Zoomerang Survey for the school administrators and school parent involvement contact representative
- Zoomerang Survey electronic and/or hard-copy for parents
- PIRC of Family Network on Disabilities in Florida (FND) evaluations
- PIRC at University of South Florida (USF) evaluations

Although data will be collected and analyzed to determine barriers to parent participation, the LEA will also conduct on-going monitoring of parent activities based on the submitted Title I schools' Parent Involvement Policy/Plans. All schools' audit boxes will include attendance records for parent activities that will be reviewed by district parent involvement staff.

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	Next Generation /Sunshine State Standards	District Specialists and Resource Teachers	Face-to-face meeting/training session, workshops (Success Measures)- Parents will be provided with specific brochures outlining and identifying the SSS/Next Generation Standards and strategies to be used with helping their child at home. Information will be posted in the LEA website	July - June	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
2	Assessments	District Specialists and Resource Teachers	Face-to-face meeting/training session, Pre-K to Kindergarten Learning Passport-Success Measures- District staff will facilitate training sessions to discuss students' required assessments, expectations and goals for the school year.	July - June	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
3	Reading/Literacy	Director, Parent Involvement Specialists, Resource	Face to Face group meetings, Hard copy dissemination of material, Web-based dissemination of materials, Family Arts and Literacy Workshops, Read and Rise Family Conversations, Parent Involvement Technology Initiative (TV Textbook), Multicultural Standards Base Learning	July - June	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf

4	Reading/Literacy cont.	Director, Parent Involvement Specialists, Resource	Reading content specific sessions will be provided for parents:• storytelling techniques, monthly parent involvement activity calendars. Information will be provided for grade-level standards/Next generation standards. Parents will also receive strategies that can be used at home.	July - June	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
5	Science	Director, Parent Involvement Specialists, Resource	Science content specific sessions will be provided for parents (non-fiction content reading training sessions). Information will be provided for grade-level standards/Next Generation Standards. Sink & Float Family Experiments, Wet & Messy Science Explorations	September - June	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
6	Science cont.	District Specialists and Resource Teachers	Parents will receive strategies that can be used at home, as well as assessment methods.	September - June	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
7	Careers/College Readiness	District Specialists and Resource Teachers	Parents will gain knowledge of career opportunities and college readiness, scholarship information and availability of financial aid, etc. Parent University	Nov - June	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
8	Literacy Training	Director, Parent Involvement Specialists, Resource	Information will be provided for grade-level standards/ Next Generation Standards	July - June	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
9	Technology	Director, Parent Involvement Specialists, Resource	Parent Involvement Staff and Instructional Technology staff will provide individual assistance for parents on how to log-in and access the parent portal.Hands-on technology training in Compass Odyssey & Destination Success, Parent Involvement Technology Initiative (TV Textbook),	September – June and as needed basis	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
10	Parenting	Director,	Parent Involvement Staff will	Year-round	Means of

		Parent Involvement Specialists, Resource	provide assistance and materials to parents on effective parenting skills and resources (discipline/behavior trainings, bullying) throughout the year. Additional workshops will be provided upon request). Effective Parent-Teacher Conferences, Parents Caught in the Middle, Fathers' Involvement in Their Childs Education, Kitchen Math, Parent Advocacy Training and Panels, Expanded Food and Nutrition Education Program (EFNEP)	(12 months)	surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
11	Assessments	District Specialists and Resource Teachers	District staff will facilitate training sessions to discuss students' required assessments, expectations and goals for the school year.	August - June	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
12	Math	Director, Parent Involvement Specialists, Resource	Math content specific sessions will be provided for parents (new math curriculum). Information will be provided for grade-level standards/Next Generation Standards.	September - June	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
13	Math cont.	Director, Parent Involvement Specialists, Resource	Parents will receive strategies that can be used at home, as well as assessment methods. New Math Curriculum, Parent Involvement Technology Initiative (TV Textbook),	September - June	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
14	Writing	District Specialists and Resource Teachers	Writing content specific sessions will be provided for parents (writing process training sessions). Information will be provided for grade-level standards/Next Generation Standards. Young Writers' Workshop training sessions)	September - June	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
15	Writing cont.	District Specialists and Resource Teachers	Parents will receive strategies that can be used al home, as well as assessment methods.	September - June	Parents will receive strategies that can be used al home, as well as assessment methods.

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	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
1	Value of Parent Involvement	District Specialists and Resource Teachers	Improve the skills of the school staff to work effectively with parents by providing examples of best practices for parental involvement.	August - December (available upon request)	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
2	Communicating and working with Parents, (Opening Doors: The Family Friendly Front Office.	District Specialists and Resource Teachers	Parent Involvement Staff including Parent Liaisons, principals, school staff and teachers will be provided with training modules/curricula to deliver to school staff to work effectively with parents.	August - June	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
3	Implementation and Coordination of Program, (Navigating the DCPS Systems.	District Specialists and Resource Teachers	Improve the ability of parent involvement staff and school staff to work effectively with parents.	August - June	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
4	Building Ties between Home and School (Supporting School Success)	District Specialists and Resource Teachers	Improve the ability of parent involvement staff and school staff to work effectively with parents.	August - June	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
5	Cultural Sensitivity (You Are U-nique)	District Specialists and Resource Teachers	Provide information to staff about various cultures represented in the LEA and schools to increase awareness of the cultures of enrolled students	January - June (available upon request)	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf
6	Cultural Sensitivity cont.	Teachers and Staff	Embed professional learning opportunities for teachers and staff that will promote cultural awareness and sensitivity in an effort to increase parental support for student success.	August - June	Means of surveys, sign-in sheets, evaluations, increased parent participation & parent teacher conf

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 communication to parents will be delivered throughout the school year in an understandable, uniform format in languages that meet the needs of all families. Translators and written translation will be made available at all parent meeting to provide translation services to ensure that parents are able to fully participate in activities. Schools have access to TransACT (a translation website) to provide specific translations. The English Language Survey results will be used to determine the number and specific needs for translations into languages other than English. Sign Language translation services and written communication transcribed into Braille will be provided and available as needed. Documents related to all parent involvement programs/activities will be in print and on the district website. The district ESOL Refugee-Immigrant Center will be another outreach to communicate information to parents.

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	Correlation to 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)];	Paying for transportation and child care to increase parent participation	Director, Parent Involvement and Lead Specialists, Parent Involvement	To provide information to parents	September - June
2	Training parents to enhance the	Continue implementation of model approaches to	Director, Specialist,	To provide information and	September - June

	involvement of other parents [Section 1118(e)(9)];	improving parent involvement	Resource Teachers, Parent Liaisons	awareness to parents that will increase and enhance parental involvement	
3	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];	Continue conducting informative sessions at schoolboard and PAC mtg to enhance the inv. of parents	PAC Chair and Board member	To provide strategies to improve student academic performance and achievement.	September - June
4	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	Continue implementation of model approaches "Success by Design" to improving parent involvement	Director, Parent Involvement Specialists, Resource Teachers, and Parent Liaisons	To provide information to families and to improve the abilities of parents to participate in school and community activities	September - June
5	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Continue establishing/implementing of LEA advisory council to provide advice on all p.i. matters	Director, Parent Involvement Specialists, Resource Teachers, and Parent Liaisons	To provide information to families and to improve the abilities of parents to participate in school community activities	September - June

Evaluation of the 2010-2011 Parental Involvement Plan

Building Capacity Summary

Provide a summary of the activities provided during the 2010-2011 school year designed to build the capacity of parents to help their children [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
1	Nex Generation Sunshine State Standards(face to face meeting and individual conferences with parents)	9	45	Parents will be provided with specific brochures outlining and identifying the SSS/Next Generation Standards and strategies to be used with helping their child at home. Information will be posted on the LEA website.
2	Reading	12	300	Reading content specific sessions will be provided for parents: storytelling techniques; Saturdays at the Library (family engaging activities); Monthly parent involvement activity calendars.
3	Reading cont.	12	300	Information will be provided for grade-level standards/Next Generation Standards. Parents will receive strategies that can be used at home, as well as assessment methods.
4	Science	17	30	Science content specific sessions will be provided for parents (non-fiction content reading training sessions). Information will be provided for grade-level standards/Next Generation Standards.
5	Science cont.	17	30	Parents will receive strategies that can be used at home, as well as assessment methods.
6	Careers/College Readiness	1	25	Parents will gain knowledge of career opportunities and college readiness, scholarship information and availability of financial aid, etc.
7	Literacy Training	6	100	English for speakers of other languages will be provided for parents
8	Technology	3	10	Parent Liaisons and Instructional Technology staff will provide individual assistance for parents on how to log-in and access the parent portal. Saturdays at the Library will offer hands-on technology training in Compass Odyssey & Destination Success
9	Parenting	40	120	Parent Liaisons will provide assistance and materials to parents on effective parenting skills and resources (discipline/behavior trainings, bullying) throughout the year.
10	Assessments	1	60	District staff will facilitate training sessions to discuss students' required assessments, expectations and goals for the school year.

11	Math	6	12	Math content specific sessions will be provided for parents (new math curriculum). Information will be provided for grade-level standards/Next Generation Standards.
12	Math cont.	6	12	Parents will receive strategies that can be used at home, as well as assessment methods.
13	Writing	5	40	Writing content specific sessions will be provided for parents (writing process training sessions). Information will be provided for grade-level standards/Next Generation Standards.
14	Writing cont.	5	40	Parents will receive strategies that can be used at home, as well as assessment methods.
15	Title I Annual Meeting- Face-to-Face mtgs	87	2600	Resources/Information, strategies that can be used at home, gain knowledge and assistance in effectively working with their students at home in becoming academically successful.
16	Parent Advisory Council Forum- Face-to- Meeting: "Parent Empowerment for Student Success"	1	250	To provide resources, strategies, and support for parents that will empower them to provide assistance to their children in achieving academic success
17	Navigating through New Adventure in Learning (Saturdays at the Library)- Face-to-Face meetings	6	50	To provide family literacy activities that can be used and carried over in the home
18	Prime Time Family Literacy- Face-to-Face meetings	18	100	To provide family literacy activities that can be used and carried over in the home
19	Parent University- Face-to-Face Meeting	1	300	To provide information, resources, and strategies to parents that can be used at home; gain knowledge and assistance in effectively working with their students at home in becoming academically successful

Staff Training Summary

Provide a summary of the professional development activities provided during the 2010-2011 school year by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118(e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
1	Value of Parent Involvement/Implementation and Coordination of Program- Face-to-Face Meetings	4	150	Provide information to school faculty/staff of the importance of parent engagement and the effects that it has on student achievement along with an overall introduction of the Parent Involvement Program
2	Communicating and working with Parents/Building Ties between Home and School	2	75	Parent Involvement Staff including Parent Liaisons, provide strategies to principals, school staff and teachers on how to effectively work and communicate with parents

Private School Summary

Provide a summary of the parental involvement activities provided during the 2010-2011 school year for private schools implementing a Title I, Part A program [Section 1120(a)(1)].

count	Content and Type of Activity	Number of Participants	Schools Participating	Correlation to Student Achievement
1	See upload Private School Summary	1	See upload Private School Summary	See upload Private School Summary

Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the 2010-2011 school year. Include the steps the LEA will take during the 2011-2012 school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Lack of welcome environment from schools' front office/Customer Service (all subgroups)	Provide training to school staff that will cause parents to feel more apart of the school. Make personal phone calls and encouragemnt along with a strategy to find parents' hidden talents to volunteer in the schools
2	Digital Divide (low socio-economic sub group)	Provide computers in schools for parents to utilize as well as technology training, providing technology training equipment for families that do not have computer/internet access
3	Not having a parent resource center or area at each Title I school (all subgroups)	Utilize Parent Involvement allocated funds to set up PRC or an area with computer access in each Title I school

4	Not receiving information in a timely manner/Poor circulation of information from school (all sub groups)	Establish a school parent contact who will assist and support school staff in getting information out to parents in a timely manner
5	Parents working mutiple jobs (all subgroups)	Schedule flexible meetings (more in the evening when most parents are not working)
6	Lack of transportation (low socio-economic subgroup)	Continue to provide transportation (via school bus) in addition to providing public transportation tokens as needed. When transportation is provided parents will be held accountable for taking advantage of this opportunity

Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the 2010-2011 school year the LEA considers the most effective. This information may be shared with other LEAs as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
1	Building Capacity of Parents	Parent Advisory Council- The purpose/goal of the Parent Advisory Council is to build capacity. Building Parent Capacity through the establishment of the Parent Advisory Council and continued LEA support empowers parents to become involved in making sure that their students are provided a high quality education
2	Increasing Parent Participation	2010-2011 Title I Parent Involvement-Parent University: The purpose/goal of Parent University was to provide information, resources, and gain knowledge with strategies, that will assist and support parent in helping their students achieve academic success.