

FINAL SUBMISSION: MEETING FEDERAL REQUIREMENTS PER FLDOE

Duval County Public Schools

LEA Title I Parent Involvement Policy/Plan

2009-2010

In support of strengthening student academic achievement, each local educational agency (LEA) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the LEA's expectations for parent involvement and describes how the LEA will implement a number of specific parent involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA) as required in Section 1112(b)(P) of ESEA.

Evaluation of the 2008-2009 LEA Parent Involvement Policy/Plan

1. Describe the process the LEA used to evaluate the 2008-2009 Parent Involvement Policy/Plan [Section 1118(a)(E)].

The LEA reviewed over 1,500 parent surveys collected from the 2008 – 2009 school year. The survey results were analyzed and shared with the Parent Advisory Council, School Advisory Council, PTSA, other parent groups and Title I informational meetings. There were also parent discussion groups that provided information regarding the parent involvement policy.

2. Describe the coordination, technical assistance, guidance and/or support the LEA provided to assist participating Title I schools in the planning, development and implementation of effective parent involvement activities to improve student academic achievement [Section 1118(a)(B)].

Schools received training and information on ways to include parents in the school improvement process. The training included gaining a comprehensive understanding of the school improvement plan and process for developing and implementing the plan. The training also included how to conduct effective S.A.C. meetings (agenda, minutes, etc.), meeting structure, building a cohesive S.A.C. team membership as well as strategies for monitoring the school improvement goals and objectives which included parent involvement. All Title I schools were provided assistance and support for planning, implementing and evaluating their school's parent involvement program activities. It was done through workshops that reviewed the development of school parent involvement plan, required parent involvement documentation, and other pertinent information. A principal's meeting was held during pre-planning to provide guidance on fulfilling the requirements of Section 1118, ESEA. An additional district Title I principal's informational meeting was held during the spring to review compliance documentation requirements for submitting the Title I Parent Involvement Compliance Audit Box. This effort was supported and coordinated by a team of district professionals and contracted technical support from the Florida

Institute of Education at the University of North Florida as well as staff from the Parental Information and Resource Centers (PIRC) in Florida.

Parent Involvement Summary Data for 2008-2009

3. Activities designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)].

| Content of the Session (Select from a drop down menu) | Type of Activity (select from drop down menu) | Number of activities LEA-wide | Number of Total Participants for all sessions | Schools Participating (hold down Ctrl to select multiple schools) | Objective Correlated to student achievement |
|----------------------------------------------------------|--------------------------------------------------|----------------------------------|--------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Content Standards | Face to Face | 5 | 125 | All Title I Schools | Parents were provided with grade specific brochures that outlined and identified the Next Generation SSS and strategies that could be used to help their child at home. |
| How to Monitor Your Child's Progress | Face to Face | 2 | 40 | All Title I Schools | Became aware of ways to monitor their child's academic progress |
| State Assessments | Small Groups | 3 | 70 | All Title I Schools | Gained an understanding of required student assessments and goals/expectations for the school year |
| Local Assessments | Small Groups | 1 | 55 | All Title I Schools | Gained an understanding of required student assessments and goals/expectations for the school year |
| Alternate Assessments | Face to Face | 1 | 40 | All Title I Schools | Gained an understanding of required student assessments and |

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| | | | | | goals/expectations for the school year |
| Understanding Title I, Part A, etc. | Face to Face | 1 | 125 | All Title I Schools | Parents gained an understanding of Title I, Part A and became aware of the rights of students and parents according to the guidelines and requirements of Title I |
| How To Work with Educators | Small Group | 1 | 38 | All Title I Schools | Communicated home-school connections |
| FCAT Workshops | Face to Face Small Groups | 10 | 540 | All Title I Schools | Provided parents information regarding the state-required assessments at specific grade levels and how they may support their child's education |
| Reading Workshops | Small Groups | 12 | 425 | All Title I Elementary and Middle Schools | Provided content specific sessions that included grade level proficiency, and strategies that could be used at home |
| Math Workshops | Small Groups | 4 | 100 | All Title I Elementary and Middle Schools | Provided content specific sessions that included grade level proficiency, and strategies that could be used at home |
| Writing Workshops | Small Groups | 3 | 60 | All Title I Elementary and Middle Schools | Provided content specific sessions that included grade level proficiency, and strategies that could be used at home |

4. Describe the professional development activities provided to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

| Content of the Session (select from the drop down menu) | Number of LEA-wide sessions | Number of Total Participants | Schools participating | Objective Correlated to student achievement |
|------------------------------------------------------------|-----------------------------|------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Value of Parent Involvement | 3 | 130 | All Title I Schools | Informed parents about how parent engagement could support student achievement |
| Communicating and Working with Parents | 2 | 65 | All Title I Schools | Provided information to parents and modeled effective ways that teachers could work with parents to support student learning |
| Implementation and Coordination of Program | 4 | 155 | All Title I Schools | Provided the technical assistance and support needed for the planning, implementation and monitoring of school parent involvement plans |
| Building Ties between Home and School | 1 | 45 | All Title I Schools | Provided information and guidance on available programs and activities that helped build effective |

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| | | | | relationships between parents and educators that supported student achievement |
| Cultural Sensitivity | 1 | 58 | All Title I Schools | Informed staff about the services and support available to students and families with identified language barriers. Provided information to staff about various cultures represented in the LEA and schools that increased awareness of the cultures of enrolled students |
| Other: N/A | | | | |

5. Describe the parent involvement activities provided for private schools implementing a Title I program [Section 1120(a)(1)]?

| Name of the Activity | Number of Total Participants | Schools Participating | Objective Correlated to student achievement |
|--------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Literacy Workshops- Strategies and Tips for Reading with Your Child Guidelines for Successful Read- | 75 | Eighteen (18) Private Schools | Provided content specific sessions that included grade level proficiency, and strategies that could be used at home |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Aloud Experiences, Writing With Your Child, Selecting Appropriate Reading Text for your Children Math Workshops- Understanding Today's Math, Confidence with Computation, Helping Your Child with Mathematical Problem-Solving</p> | <p>55</p> | <p>18</p> | <p>Provided content specific sessions that included grade level proficiency, and strategies that could be used at home.</p> |
| <p>Understanding Title I, Part A, etc.</p> | <p>92</p> | <p>18</p> | <p>Parents gained an understanding of Title I, Part A and became aware of the rights of students and parents according to the guidelines and requirements of Title I</p> |
| <p>Home/School Connection – At Home Strategies for School Success, Light the Motivation Fire, Home Activities for Parents and Students, Survival Tips for School Success, Parent Involvement, Becoming Involved in your Child's Schooling, Learning</p> | <p>43</p> | <p>18</p> | <p>Informed parents about how parent engagement could support student achievement</p> |

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|----------------------------|----|----|----------------------------------------------------------------------------------------------------|
| Styles | | | |
| Assessments – Test Success | 60 | 18 | Gained an understanding of required student assessments and goals/expectations for the school year |

6. Describe the barriers identified which hindered participation by parents in parent involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

Evaluations and discussion groups indicated that the major barriers that limited parent participation in parent involvement activities were: lack of or limited parent volunteers or parent liaisons, no transportation, limited child care, limited times for parent workshops, limited translators available at parent programs, and limited distribution and access to information regarding parent involvement activities and programs. After examining the results based on a survey that emerged from parents, surveys indicated that some parent programs were not programs requested by parents as a need.

During the review process of School Parent Involvement Plans, the LEA will communicate the following to principals that will address barriers:

- Reserve at least 2% of the school’s parent involvement (PI) budget for transportation to support parent participation
- Reserve at least 5% of the school’s PI budget for translators and/or TransACT to support parent participation and include in their plan using the services of two (2) newly hired Title I district translators as needed
- Reserve at least 5% of the school’s parent involvement (PI) budget for child-care services to support parent participation
- Request schools to identify a “parent volunteer” at their school or use Title I general funds to hire a parent liaison
- Request schools to include in their parent involvement plan flexible hours for scheduled parent programs to increase parent participation
- Request schools to include in their PI plan communication to parents about the services and support provided by the district Center for Languages and Culture to increase parent participation
- Request schools to include in their PI plan regular use of the “Parent Link” phone communication system to inform parents of all parent involvement activities/programs throughout the year
- Provide LEA-wide parent involvement programs/activity information at the district Center for Language and Culture to increase parent participation throughout all Title I schools
- Provide LEA-wide parent involvement programs/activities information at the War on Poverty Center – Parent Academy to increase parent participation at Title I schools

- Provide LEA-wide parent involvement programs/activities information at the Early Learning Coalition that will be disseminated to their private providers that may have siblings of children enrolled at Title I schools
- Provide LEA-wide parent involvement programs/activities information at the county Head Start centers for dissemination to parents that may have children enrolled in Title I schools
- Develop requested parent workshop/programs based on the information from the 2008 – 2009 surveys completed by parents and analyzed by the Florida Institute of Education

7. Describe how the LEA will use the information gathered from the evaluation to design strategies for more effective parent involvement policies described in Section 1118 [Section 1118(a)(E)].

The LEA will conduct a needs assessment based on the information collected from parents' input and work collaboratively with parents, principals, school staff, parent liaisons, district staff, community stakeholders, etc. to develop an improved district parent involvement plan with strategic goals based on data collection. There will be an on-going evaluation of parent involvement programs with changes based on data results.

8. Describe the parent involvement activity/strategy the LEA considers the most effective. This information may be shared with other LEAs as a best practice.

| Content/Purpose | Description of the Activity |
|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Effective Communication | N/A |
| Building the Capacity of schools to implement successful parent involvement programs | Implementation of an effective model for parent involvement, Success by Design, modeled after the Chicago Child-Parent Centers which has a community component. A longitudinal (13 years) study conducted on the Chicago Child-Parent Centers indicated that consistent family engagement resulted with higher student achievement levels, increased graduation rates, and the return on investment to the community. The Duval County Public School's "Success by Design" model is based upon developing a system of Neighborhood Learning Network (NLN) that supports family engagement connected to the Family Involvement Centers and includes parent liaisons. |
| Building Parent's Capacity to help their children | N/A |

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|----------------------------------------------|-----|
| Increasing Parent Participation | N/A |
| Professional Development for staff | N/A |
| Maintaining data and ensuring accountability | N/A |
| Other: | N/A |

LEA Title I Parent Involvement Policy

2009-2010

Assurances

By my signature on this policy, I hereby certify that the LEA will comply with the requirements of the No Child Left Behind Act of 2001 and agrees to implement the following statutory requirements:

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 parent involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The LEA will incorporate this LEA wide parent involvement policy into its LEA plan developed under section 1112 of the ESEA.

In carrying out the Title I, Part A, parent 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 the Florida Department of Education.

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 parent involvement is spent, and will ensure that not less than 95 percent of the one

percent reserved goes directly to the school, after equitable provisions have been provided to participating private schools.

The LEA will be governed by the following statutory definition of parent involvement, and expects that it's Title I schools will carry out programs, activities, and procedures in accordance with this definition.

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.

2009-2010 LEA Parent Involvement Policy

Parent Involvement Mission Statement

To empower families to support their child's cognitive development, healthy behaviors and success in life. We will accomplish our mission by increasing and strengthening school partnerships, Title I Family Involvement Centers, parents and community agencies working cooperatively to ensure that students become productive and responsible citizens.

Involve Parents in the joint development of LEA-wide policies/plans [Sections 1112 (c)(H), 1112(d)(1), and 1118(a)(2)]

1. Describe the actions the LEA will take to involve parents in the joint development of its LEA wide parent involvement policy [Section 1118(a)(2)]and the LEA plan [Sections 1112 (c)(H), 1112(d)(1)].

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, PIP, Title I Part A application and use of funds. At the LEA level, there is parent representation on the committee (S.A.C.) that oversees the school improvement guidelines. Schools receive training and information on ways to include parents in the school improvement process. The district school improvement office provides training for the S.A.C. committee members at each school site. The training includes gaining a comprehensive understanding of the school improvement plan and process for developing and implementing the plan. The training also includes conducting effective S.A.C. meetings (agenda, minutes, etc.), meeting structure, building a cohesive S.A.C. team membership as well as strategies for monitoring the school improvement goals and objectives which includes parent involvement.

The decision involving the use of the federal 1% Title I Parent Involvement reserved funds were made when the School Improvement Plan (SIP) was developed by the S.A.C. Of this 1%, 100% has been allocated to schools. Parents participated in the development of the school Title I budget by participating in the District Parent Advisory Council. The LEA will monitor the S.A.C. memberships to ensure parents are engaged in the process.

Involve Parents in the process of school improvement and review (School-wide Title I, School Improvement, Corrective Action, and Restructuring Plans) [Section 1118(a)(2)(A)]

2. Describe the actions the LEA will take to involve parents in the process of school review and improvement under section 1116 of the ESEA [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 workshops that will review the development of school parent involvement plans, required parent involvement documentation, and other pertinent information. A principal's meeting 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 will have a principal's toolkit which includes the school parent involvement template as well as supporting documents, (parent workshop request form, activity calendar template, links to parent involvement resources, parent survey forms, parent evaluation forms) to assist principals, staff and parents with additional information regarding parent involvement. To ensure compliance, a district deadline will be established for timely completion of the school parent involvement plans, which will be reviewed by the district staff for meeting all requirements of Section 1118 of ESEA. On-going monitoring will be conducted throughout the school year by district staff for support services and accountability.

Reservation and use of funds [Section 1118(a)(2)(B)]

3. Describe the actions the LEA will take to involve parents in the decisions regarding how the funds reserved for parent involvement will be spent [Section 1118(3)(B)].

At district P.A.C. meetings, input from parents along with parent surveys is used in the decision-making process to decide how reserved funds for parent involvement will be spent for that school year.

Coordinate technical assistance and support in planning and implementing effective parent involvement activities [Section 1118(a)(2)(B)]

4. 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 parent involvement activities to improve student academic achievement and school performance [Section 1118(a)(2)(B)].

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 present 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 and contracted technical support from the, Florida Institute of Education at the University of North Florida as well as staff from the Florida Parental Information Resource Centers (PIRC). The district parent involvement staff consists of:

- Director, Title I Parent Involvement
- Lead Specialist, District Title I Parent Involvement Center
- Specialist, District Parent Involvement (Field Support)
- Specialist, District PreK-3 and Parent Involvement (Field Support)
- Resource Teacher, Parent Involvement (Field Support)
- Resource Teacher, Parent Involvement (Field Support)
- Seven (7) Parent Liaisons

Integrate parent involvement activities with other federal and state programs [Section 1118(a)(2)(D) and 1118(e)(4)]

5. Describe how the LEA will coordinate and integrate parent involvement strategies from Title I, Part A with other federal programs (including but not limited to Head Start, Reading First, 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, Title III, Title IV, Title VI, etc.) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

| Program | Coordination |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Voluntary Pre-Kindergarten (Year-round) | Title I Family Involvement Centers will support the recruitment efforts for school year VPK students throughout the year at parent workshops and presentations. |
| Voluntary Pre-Kindergarten (Summer) | Title I Parent Liaisons will conduct registration for the Summer VPK program in the Family Involvement Centers April – June. Identified Family Involvement Centers will be available to the Summer VPK programs for family programs. |
| Head Start | All county Head Start Centers will receive parent communication inviting parents to District Family Involvement Center programs throughout the year. |
| Even Start | Family Literacy and Parenting workshops for the Even Start Grant will be conducted in the A. Philip Randolph |

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| | High School Family Involvement Center (grant award pending) which includes a model program for teen parents attending the school. |
| 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. |
| Title I Pre-Kindergarten | Parent liaisons will facilitate parent involvement activities coordinated with Title I Pre-Kindergarten teachers for family programming during the school year. |
| I.D.E.A. Exceptional Student Educational Pre-K Program | The parent liaisons will facilitate parent involvement activities coordinated with ESE Pre-Kindergarten teachers for family programming and ESE screening |
| ESOL – Refugee Grant, Center for Language and Culture | The Title I Parent Involvement staff will communicate and disseminate family involvement information at the district’s Refugee Grant – Center for Language and Culture and provide scheduling opportunities for LAS screening at Parent Involvement Centers |

Evaluate the parent involvement policy with the input from parents [Section 1118(a)(2)(E)]

6. Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent involvement policy in improving the quality of its Title I, Part A schools [Section 1118(a)(2)(E)].

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. The LEA will conduct the following types of evaluations:

- Individual School Surveys
 - Parent Involvement Center Evaluations
 - Zoomerang Survey for the District Advisory Council
 - Zoomerang Survey for the District PTA Membership
 - Florida Institute of Education at the University of North Florida Evaluations, etc.
 - 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 monthly by district parent involvement staff. Also, the LEA will sponsor a Parent Advisory Council (PAC) meeting in

January which will be designed as a forum titled: Parent Involvement: Effective Programs and Solutions to Overcoming Barriers to Parent Participation. The forum participants will include: principals, parents, members of the Neighborhood Learning Network (NLN) partnership, district PTSA representatives, Title I district staff (operations and fiscal) as well district parent involvement staff including parent liaisons. Prior to the forum the Title I Parent Involvement staff will collect information from each school about their “most effective” parent involvement program for the current year and the “least effective” program. A compilation of all information will be presented for discussion, solutions and commendations. The LEA will also present the “most effective” and the least effective” LEA program at the forum for discussion. This new process will provide an opportunity for schools to share “best practices” that may be duplicated at future programs/activities for the remainder of the current school year, as well as find solutions for barriers to parent participation. The LEA will advise principals to amend their School Parent Involvement Plan accordingly.

Build the schools’ and parents’ capacity for strong parental involvement to help their children meet the challenging state academic standards [Section 1118(e)(2)]

7. Describe the actions the LEA will take to assist schools to build the schools’ and parents’ capacity for strong parent 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)].

In implementing the “Success by Design” model, the LEA will create neighborhood Learning Networks (NLNs) involving targeted elementary schools, middle schools, high schools, Full Service schools, neighborhood libraries, community centers, other neighborhood organizations and agencies. To assist schools, leadership development sessions will be provided to the NLN school-based leadership teams to build capacity in developing partnerships to improve student academic achievement. Additionally, the LEA will develop a model for family engagement in the arts through an extension of the privately funded Weaver Academy in partnership with the Cummer Museum and Florida Institute of Education at the University of Florida. To support family engagement in the prekindergarten program, a virtual pre-k web-site will be created to provide access to learning activities aligned with the state VPK standards to support early learning and literacy. Programming that will support improving transitions between pre-kindergarten and kindergarten will include family engagement as a critical component. Lastly, district parent involvement staff will conduct regular meetings with community and agency leaders to provide a forum for parent input and to facilitate the formation and capacity –building support needed for the NLNs to align develop, and communicate services to ensure family involvement and improve student outcomes.

If all activities will be conducted at the school level, check here . If checked skip to question 9.

8. If the LEA plans to implement district-wide activities, describe the actions the LEA will take to build the schools' and parents' capacity for strong parent 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)].

| Content of the Session (Select from a drop down menu) | Type of Activity (select from drop down menu) | Schools Participating (hold down Ctrl to select multiple schools) | Objective Correlated to student achievement | Timeline |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Sunshine State Standards/Next Generation Standards | Face-to-face meeting/training session Individual Conferences | All Title I Schools | 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 | September - August |
| Assessments | Individual conferences | All Title I Schools | Teachers will conduct individual conferences to discuss each child's assessment results, expectations and goals for the school year. | August - June |
| Reading | Face to Face meetings Hard copy dissemination of material Web-based dissemination of materials | All Title I elementary, middle, and high schools | Reading content specific sessions will be provided for parents. Information will be provided for grade-level standards/Next Generation Standards. | September - June |

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| | | | Parents will receive strategies that can be used at home, as well as assessment methods. | |
| Math | <p>Face to Face meetings</p> <p>Hard copy dissemination of material</p> <p>Web-based dissemination of materials</p> | All Title I elementary, middle, and high schools | Math content specific sessions will be provided for parents. 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. | September - June |
| Science | <p>Face to Face meetings</p> <p>Hard copy dissemination of material</p> <p>Web-based dissemination of material</p> | All Title I elementary, middle, and high schools | Science content specific sessions will be provided for parents. 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. | September - June |
| Writing | <p>Face to Face meetings</p> <p>Hard copy dissemination of material</p> <p>Web-based</p> | All Title I elementary, middle, and high schools | Writing content specific sessions will be provided for parents. Information will be provided for grade-level standards/Next Generation Standards. Parents will | September - June |

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| | dissemination of material | | receive strategies that can be used at home, as well as assessment methods. | |
| College Readiness | Parent Group Meetings | All Title I middle and high schools | Parents will gain knowledge of college readiness, scholarship information and availability of financial aid, etc. | Nov - June |
| Literacy Training | Face to Face meetings Hard copy dissemination of material | All Title I schools *Conducted at District's Refugee-Immigrant Center for Language and Culture | English for speakers of other languages will be provided for parents | July - June - |
| Technology | Face to Face Group Meetings | All Title I Schools | Parent Liaisons and Instructional Technology staff will provide individual assistance for parents on how to log-in and access the parent portal | September – June and as needed basis |
| Parenting | Face to Face Group Meetings Hard copy dissemination of material Web-based information disseminated | All Title I Schools | Parent Liaisons will provide assistance and materials to parents on effective parenting skills and resources throughout the year. | Year-round (12 months) |
| Other: N/A | | | | |

Provide training for school staff on effective parent involvement activities and strategies [Section 1118(e)(3)]

- Describe the professional development activities the LEA will, with the assistance of its schools and parents, provide 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)].

| Content of the Session (select from the drop down menu) | Number of LEA-wide sessions | Number of Total Participants | Schools participating | Objective Correlated to student achievement | Timeline |
|---------------------------------------------------------|-----------------------------|------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Value of Parent Involvement | Five (5) | 425 | 86 | Improve the staff skills to work effectively with parents by providing examples of best practices for parental involvement | August, October, January, March and May |
| Communicating and working with Parents | Thirty-Five (35) | 1200 | 86 | 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, October, November, December, January, February, and March, |
| Implementation and Coordination of Program | Twenty-nine (29) | 370 | 86 | Improve the ability of staff to work effectively with parents | August, October, November, December, January, February and March |
| Building Ties between Home and School | Five (5) | 425 | 86 | Improve the ability of staff to work effectively with staff | August, October, January, March and May |
| Cultural Sensitivity | Two (2) | 85 | 86 | Provide information to staff about various cultures represented in the LEA and | November and January |

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| | | | | schools to increase awareness of the cultures of enrolled students | |
| Other: N/A | | | | | |

Communicate with parents in an understandable and uniform format [Section 1118(e)(5)]

10. Describe how the LEA will ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand [Section 1118(e)(5)].

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. The Parent Involvement Plan will be translated to parents in the highest need languages. Translators and written translations will be made available at all parent programs. Documents related to all parent involvement programs/activities will be in print and on the district web-site. The district ESOL Refugee-Immigrant Center will be another outreach to communicate information to parents. Also, the LEA will assess the parent needs based on the Language Survey Assessment (LAS) for sign language and Braille. Another component for LEA communication to parents will be providing consistent information to the district communications department and the Exceptional Student Educational (ESE) Program.

11. Describe how the LEA determined which languages written translations are needed. Include a list of the languages in which information will be routinely provided. Describe how the LEA will ensure that information is available to parents considering the fluctuating populations [Section 1118(e)(5)].

The LEA will assess the parent needs based on the Language Survey Assessment (LAS). The languages indicated effective August 2009 are: Spanish, Serbo-Croatian, Haitian-Creole, Tagalog, Russian, Burmese, Arabic, Kirundi, Albanian and Vietnamese

12. Describe how the LEA parent involvement plan/policy will be shared with the parents and the local community including the timeline of the distribution [Sections 1118(a)(2) and 1118(b)(1)].

The LEA will provide a presentation on the parent involvement plan/policy at the Parent Advisory Council (P.A.C.) meeting, the School Advisory Council (S.A.C.) meetings and the District Advisory Council (D.A.C.) Meeting. The district parent involvement plan/policy will be made available to parents and the community –at-

large on the district web-site and individual school web-sites, the district Refugee-Immigrant Center and the school board office.

- October – Parent Advisory Council Meeting
- October – School Advisory Council
- November – District Advisory Council
- October (pending state approval of PIP) – District Web-site
- October (pending state approval of PIP) – Schools web-sites
- October – All Family Involvement Centers

Accessibility [Section 1118(f)]

13. Describe how the LEA will ensure that in carrying out the parental involvement requirements of this part, to the extent practical, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including information and school reports in a format and to the extent practical, in a language such parents can understand [Section 1118(f)].

The LEA will distribute copies of the LEA Parent Involvement Plan to all Title I schools with instructions to distribute to all parents. Schools with parents of children with limited English proficiency will receive copies of the LEA plan in the applicable language(s). The district Center for Language and Culture located at Kings Trail Elementary, a Title I school, will be provided copies of the LEA plan in the top ten languages spoken by families in Title I schools (Spanish, Serbo-Croatian, Haitian-Creole, Tagalog, Russian, Burmese, Arabic, Kirundi, Albanian and Vietnamese). 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 will be available at all parent meetings to provide translation services to ensure that parents are able to fully participate in parent meetings. 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.

Discretionary LEA Parent Involvement Policy Components

The LEA parent involvement policy may include additional paragraphs listing and describing other discretionary activities that the LEA, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)].

Check here if the LEA does not plan to implement the discretionary parent involvement activities listed below and skip to the Adoption section.

Check all activities the LEA plans to implement:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)].
- Providing necessary literacy training for parents from Title I, Part A funds, if the school LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)].
- Paying reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)].
- Training parents to enhance the involvement of other parents [Section 1118(e)(9).]
- In order to maximize parent involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)].
- Adopting and implementing model approaches to improving parent involvement [Section 1118(e)(11)].
- Establishing a LEA wide parent advisory council to provide advice on all matters related to parent involvement in Title I, Part A programs [Section 1118(e)(12)].
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent involvement activities [Section 1118(e)(13)].
- Providing other reasonable support for parent involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

14. Describe how the discretionary activities checked above will be implemented.

| Activity | Schools Participating (hold down Ctrl to select multiple schools) | Description of implementation strategy | Objective Correlated to student achievement | Person Responsible | Timeline |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------------------------------|------------------|
| Paying reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents | All Title I Schools | Specified budget allocation will be set aside to fund transportation for families attending parent involvement activities and events (Mid-Year Celebration, Supt. Reading Celebration, etc.). Funding for child care will be set | To provide information to parents | Director, Parent Involvement and Lead Specialist, Parent Involvement | September - June |

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| to participate in school-related meetings and training sessions | | aside in the budget for family activities/programs (Parent Advisory Council meetings, etc.) | | | |
| Adopting and implementing model approaches to improving parent involvement | Twelve (12) schools: S. P. Livingston, Butler, Woodland Acres, Spring Park, Pinedale, Sallye Mathis, North Shore, Gilbert, Paxon, Northwestern, Long Branch, *A.P. Randolph (pending approval of Even Start Grant) | The LEA will implement the "Success by Design" model for parent involvement, modeled after the Chicago Child-Parent Centers which has a community component. A longitudinal (13 years) study conducted on the Chicago Child-Parent Centers indicates that consistent family engagement results in higher student achievement levels, increase graduation rates, and the return on investment to the community. The Duval County Public School's "Success by Design" model is based upon developing a system of Neighborhood Learning Networks (NLNs) that supports family engagement connected to the Family Involvement Centers and | To provide information, lending materials centers, family programs and services (academic support and family lifestyle) | Director of Parent Involvement and Parent Involvement District Team (Lead Specialist, Specialists, Resource Teachers and Parent Liaisons) | August - June |

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| | | includes parent liaisons. | | | |
| Establishing a LEA wide parent advisory council to provide advice on all matters related to parent involvement in Title I, Part A programs | All Title I Schools | A District Parent Advisory Council has already been established that meets monthly. Parent representatives from all Title I schools participate and provide advice on parent involvement related matters. | To provide information to parents | Director, Parent Involvement | September - May |
| Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent involvement activities | Twelve (12) Schools: S. P. Livingston, Butler, Woodland Acres, Spring Park, Pinedale, Sallye Mathis, North Shore, Gilbert, Paxon, Northwestern, Long Branch, *A.P. Randolph (pending approval of Even Start Grant) | The LEA will implement the "Success by Design" model for parent involvement, modeled after the Chicago Child-Parent Centers which has a community component. A longitudinal (13 years) study conducted on the Chicago Child-Parent Centers indicates that consistent family engagement results in higher student achievement levels, increase graduation rates, and the return on investment to the community. The Duval County Public School's "Success by Design" model is based upon developing a | To provide information to families and to improve the abilities of parents to participate in school and community activities | Director of Parent Involvement and Parent Involvement District Team (Lead Specialist, Specialist, Resource Teachers and Parent Liaisons) | August - May |

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| | | system of Neighborhood Learning Networks (NLNs) that supports family engagement connected to the Family Involvement Centers and includes parent liaisons. | | | |
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Adoption

This LEA Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by .

AGENDA attachments

Upload See Below: Agenda Summaries

This policy was adopted by the LEA on 09/30/09 and will be in effect for the period of 10/01/09 thru 6/30/2010. The school LEA will distribute this policy to all parents of participating Title I, Part A children on or before 10/30/09.

Myrna Scott Amos - amosm@duvalschools.org

(Myrna Scott Amos, Director Parent Involvement)

October 1, 2009
(Date)

Agenda Summaries:

- September 16, 2009 – Preliminary Informational Meeting
Review of New Template for LEA 2008-2009 Evaluation
Review of New Template for LEA 2009 – 2010 Plan
- September 17, 2009 – Review Components of Documents
Review LEA 2008 – 2009 Plan
Input and Recommendations for LEA 2009 – 2010 Plan
- September 22, 2009 – Review Parent Surveys and Evaluations
- September 23, 2009 – Summarizing and Writing Evaluation for LEA 2008 – 2009 Plan
Approval of Evaluation
- September 24, 2009 – Collaboration and Development of LEA 2009 – 2010 Plan
- September 25, 2009- Continued Collaboration and Development of LEA 2009 – 2010 Plan
- September 28, 2009 – Input and Recommendations from Participants
- September 29, 2009 – Input and Recommendations from Participants
- September 30, 2009- Final Approval/Adoption of 2009 – 2010 LEA Plan
- September 30, 2009 – Submission of Plan to FLDOE – Jan Anderson
- October 5, 2009 – Collaborative Group Work Session on Review Rubric of LEA Plan
- October 7, 2009 – Work Session on Review Rubric by District-level staff
- October 9, 2009 – District Parent Inv Core Team Final Review and Revision of Rubric
- October 12, 2009 – 2nd Submission of LEA Plan to FLDOE – Jan Anderson

Participants: Patricia Dawson, Parent Advisory Council
Leo Dawson, Parent, Parent Advisory Council
Amanda Ferguson, Parent Advisory Council
Brenda Harris, Parent, Parent Advisory Council
Nicky Crawford, Parent Involvement Liaison
Sharlay Smith, Parent Involvement Liaison
Janice K. Hunter, Ph.D., Florida Institute of Education at University of North Florida
Myrna Scott Amos, Director – Title I Parent Involvement
Frank Herrington, Supervisor, Title I – Operations
Debra R. Keels, Lead Specialist – Title I Parent Involvement