

LAFAYETTE Title I, Part A Parental Involvement Plan

I, Robert Edwards, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of "parental involvement" defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The Lafayette School District has always believed parents are a child's first, and most important, teacher. The District Parent Involvement Program will outline ways Lafayette District will foster parent involvement in the education of their children. This can be accomplished by keeping them informed, equipping them with the tools and knowledge to assist their children and by offering opportunities for teachers and parent to

discuss ways to help each child achieve their maximum potential.

Involvement of Parents

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

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

Response: In Spring/Summer of each year, the LEA will present a draft copy of the Title I LEA Plan; the LEA Parent Involvement Plan; the School Improvement Plan addendum which addresses the requirements under Section 1116, 1118(a)(2)(A), 1116(a)(1)(D) & 1116(b)(3)(A); and the use of the parental involvement funds to the School Advisory Council. The council is always composed of a group which represents the racial, economic, and ethnic backgrounds of the student population. Major components of each item will be discussed and parent input solicited. Parents will also have of the copy of the School Grade Report so student data can be reviewed to note any areas of the plans which may need revision. Any parent requests for changes will be documented and reviewed for inclusion in the appropriate document. At this same meeting the LEA will solicit input from parents on how they would like the Title I Parent Involvement funds spent. Some options will be presented for review and additional ideas will be solicited from the group. These ideas will reviewed for inclusion in the Parent Involvement Plan.

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 Parent Involvement Coordinator will assist public schools and be available to assist the one private school in our area in developing and presenting Parent Involvement programs though out the year to improve academic success of all students and overall school performance.

The Lafayette District is implementing a Single School PIP.

Parent input is requested at the School Advisory Council Meetings as well as Migrant, ELL and Homeless Parent Meetings. Parents provide input into the types of meetings/workshops that are beneficial to them in assisting their children and ensuring the academic success of all children.

The LEA will review the Single District Parent Involvement Plan to ensure compliance with Section 1118[34 CFR 200.30(e)]. The LEA reviews all recommendations from the parents and ensures that all District Parent Involvement Initiatives are included in the

plan.

Coordination and Integration

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

| count | Program | Coordination |
|-------|------------------------------|---|
| 1 | Head Start | Parents of Head Start students will be informed of Title I parent activities and invited to attend. Title I will also arrange for transitioning Head Start students and parents to attend a tour of Kindergarten classes in April and to talk with Kindergarten teachers. Also, the Parent Involvement Coordinator will provide parents with information (brochures, etc) on preparing their child for Kindergarten. |
| 2 | Voluntary Pre-Kindergarten | Parents of VPK students will be informed of Title I parent activities and invited to attend. Title I will also arrange for transitioning VPK students and parents to attend a tour of Kindergarten classes in April and to talk with Kindergarten teachers. Also, the Parent Involvement Coordinator will provide parents with information (brochures, etc) on preparing their child for Kindergarten. |
| 3 | Title I, Part C | The Director of Teaching and Learning Services has responsibility for all federal programs and therefore can ensure that coordination in planning between Title I, Part A and Title I, Part C parent involvement activities. Title I funds are set-aside to assist migrant families in the non-Title I school in addition to the services provided to the migrant families in the Title I schools. Flyers and invitations to these meetings, as well as any handouts, will also be provided in Spanish, the primary home language other than English. |
| 4 | Title I, Part D | There is no Title I Part D program in the LEA; however, \$200 of Title I funds are set-aside for N& D facilities in case there is a need. |
| 5 | Title III | Title III will be included in ELL Parent Involvement Meeting which are held in conjunction with Migrant and Homeless. |
| 6 | Title VI | Title VI partially funds the Director of Teaching and Learning to assist teachers analyzing student data implementing Florida State Standards and with low achieving subgroups to achieve Florida Standards. |
| 7 | Title X | All parents of Homeless students will be included in all Title I parent involvement activities. |
| 8 | LES Kindergarten - 5th grade | LES students and parents will be invited to a meeting in coordination with Parent Involvement team and other Title I program providers, to meet the Superintendent, Principal and grade level teachers. A basic outline of each grade level will be given by teachers and "meet and greet" will follow the meeting |
| 9 | Title II Part A | Title II funds will be used in coordination with the Title I, Part A parent involvement funds to provide inservice activities to teachers on parent involvement topics specified |

Annual Evaluation

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

Response: In the Spring of the school year, the LEA Title I Personnel will conduct a survey of parents regarding the activities in the current PIP. This survey will be conducted using Survey Monkey survey system and/or the AdvancED's Assist survey system for school accreditation, both are online survey systems and provide data analysis. Parents not having access to the Internet may complete a paper copy of the survey and LEA staff

will input those results into the online system. The survey will list specific components of the plan and ask for parent opinion on an activity's effectiveness in improving the quality of the school. Parents will also be asked to list any barriers to their participation in the activities. The survey will also be given at parent meetings of programs, such as Migrant, Homeless, ELL and ESE. In addition, a roster of attendance for each activity will be maintained and data will be compiled on participation rates. Parents will be asked to complete an evaluation of the activity's usefulness. Translation, both oral and written, will be provided in Spanish, the primary home language other than English, by the full-time language facilitators located at the elementary and high school. The Title I Director will collect data from the survey, and the various activities within the current PIP, and then will present this information to the principal at LES (only Title I school.) The principal will present the information at the school's advisory council meeting. This information will be used to design new activities which will better meet the needs of parents and will be used in planning Parent Involvement activities for the following year. The Title I Parent Involvement Policy Evaluation Toolkit will be used in this process.

Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Sections 1118(a)(2)(C), 1118(e)(1-14)].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|----------------------------------|--|--|--|------------------------------|
| 1 | Parent Involvement Meetings(PIN) | Parent Involvement Coordinator and PTO president | Information about upcoming events and activities at school | 1 per semester | Surveys, parent sign-in form |
| 2 | Science Program | Parent Involvement Coordinator and PTO President | Hands on Science activities to help parents help their children at home | Fall | Survey, parent sign- in form |
| 3 | Parent Meetings | Parent Involvement Coordinator, PTO, Title I Coordinator, Migrant/Homeless Facilitator | Meeting and working with parents to build relationships outside of school | Fall, Winter, Spring | Survey, parent sign-in form |
| 4 | Parent Conferences | Principal, Rtl coordinator, Teachers | Teacher/Parent conferences to discuss student achievement, State Standards, behavior and attendance | Fall, Winter and Spring | Survey, parent sign-in form |
| 5 | Technology Workshop | District Office | Workshops to familiarize parents with the Skyward Parent Portal to access real-time grades and attendance, communication with teachers and online payments for student activities; including school meals. | Fall | Sign-in sheets |
| 6 | PRIDE Nights | Principal, Parent Involvement Coordinator, PTO President, Teachers | Meeting and working with Parents/Community to build school-home relationships | Seven (7) events for 2015-16 school year | Survey, parent sign-in forms |

Staff Training

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

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|---|--------------------|--|------------------------------|---------------------------|
| 1 | Understanding & Identifying Homeless Students | Homeless Liaison | Teachers will understand the barriers to achievement which Homeless students experience. | September 2012 | Climate Surveys |
| 2 | Review of ELL Comprehensible Strategies with Teachers | ELL Liaison | Teachers will be aware of strategies to assist ELL students with comprehension in the classroom. | August 2012 | Climate Surveys |
| 3 | Observation overview of Marzano Strategies | Principal | Teachers will be aware of appropriate and high yield teaching techniques and strategies for which they will be evaluated on. | All year, quarterly meetings | Climate surveys |

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: Lafayette Elementary School informs parents about academic assessments used to measure student progress and the proficiency levels students are expected to meet via newsletters, letters from the principal and parent conferences. Head Start parents will be informed of Title I parent activities and invited to attend. Title I will also arrange for transitioning Head Start students and parents to attend a tour of Kindergarten classes in the Spring and to talk with Kindergarten teachers. VPK parents will be informed of Title I parent activities and invited to attend said meetings and activities. Title I will also arrange for transitioning VPK students and parents to attend a tour of Kindergarten classes in the Spring and talk with Kindergarten teachers. The Director of Teaching and Learning and Federal Projects Coordinator has responsibility for all federal programs and therefore can ensure the coordination in planning between Title 1, Part A and Title 1, part C, parent involvement activities. Flyers and invitations to these meetings, as well as any handouts, will also be provided in Spanish, the primary home language other than English. The Migrant Advocates will promote attendance at the Title1, Part A parent meetings as they make contact with Migrant parents.

The LEA makes a commitment to full parent involvement by providing a full-time language facilitators at the elementary and high school. The facilitators assist students daily in classes to remove barriers in understanding the English language; provides oral translations at parent conferences and meetings, such as PTO and SAC; and provides written translations of documents, such as newsletters, flyers about parent meetings, individual teacher letters and teacher notes regarding individual students. A teacher handbook is provided in each grade level or subject area which lists common teacher phrases in Spanish so teachers can include personal notes on student papers for parents whose home language is Spanish. Additionally, the LEA provides a Migrant Advocate/Homeless Facilitator to serve as a support between the parents and the school and to assist in any way to remove barriers to student achievement for program students. Parent meetings for these two programs often review information presented at school level parent meetings to ensure the parents fully understand the information being

presented. Personal relationships are the key to making parents in these programs feel comfortable and accepted.

Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

Not Applicable

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

[Uploaded Document](#)

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

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

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|--|----------------------|------------------------|--|
| 1 | Parent Involvement Meetings/Open House | 1 | 200 | Information about upcoming events and activities at school; Title I Right to Know |
| 2 | PRIDE Nights | 6 | 100 | Various topics to discuss resources for parent to assist their child at home as well as family oriented events |
| 3 | Parent Meetings with special populations | 3 | 20 | Meeting and working with parents to build relationships outside of school |
| 4 | Parent Conferences | 3 | 200 | Teacher/parent conferences to discuss student achievement, NGSSS/CCSS, behavior and attendance |
| 5 | Parent Resource Room established at school | 1 | 5 | Parent have access to materials to assist their child at home. |

Staff Training Summary

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

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|---|----------------------|------------------------|--|
| 1 | Understanding & Identifying Homeless Students | 1 | 72 | Teachers will understand the barriers to achievement which Homeless students experience. |
| 2 | Review of ELL Comprehensible Strategies with Teachers | 1 | 72 | Teachers will be aware of strategies to assist ELL students with comprehension in the classroom. |
| 3 | iObservation-Overview of Marzano Teaching Strategies | 1 | 72 | Teachers will be aware of appropriate and high yield teaching techniques and strategies for which they will be evaluated on. |

Private School Summary

Provide a summary of the parental involvement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]

Not Applicable

Barriers

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

| count | Barrier (Including the Specific Subgroup) | Steps the School will Take to Overcome |
|--------------|---|--|
| 1 | Transportation--Economically Disadvantaged | Encourage car-pooling; Migrant Advocate/Homeless Liaison to assist their program parents with transportation. |
| 2 | Child-Care while in meetings | Schedule meetings during the day, or find high school clubs willing to provide childcare at the school as a community service. |
| 3 | Language Barriers for Hispanic/Latino/ELL parents | Arrange for school's Language Facilitator to be present at meetings; have major points on paper & translated into Spanish. |

Best Practices (Optional)

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

| count | Content/Purpose | Description of the Activity |
|--------------|------------------------|------------------------------------|
|--------------|------------------------|------------------------------------|