

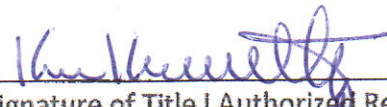


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## 2014-2015 LEA Parental Involvement Adoption Page

### LEA or District Name:

This policy was adopted by the LEA on 10/14/14 and will be in effect for the period of one year through 10/14/15. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before mm/dd/yyyy.

  
\_\_\_\_\_  
(Signature of Title I Authorized Representative)

10-14-14  
\_\_\_\_\_  
(Date)

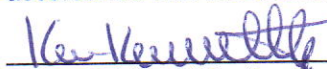
Provide evidence that the LEA PIP was developed with the input of parents and based on the evaluation of the previous year PIP.

## **OKEECHOBEE Title I, Part A Parental Involvement Plan**

I, Ken Kenworthy, 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 10-14-14 Date Signed

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



## Mission Statement

☐ Changes made ☒ No changes made

### Parental Involvement Mission Statement (Optional)

**Response:** The mission of the Okeechobee County School District is to build and sustain relationships with parents to encourage and empower them to become informed, active partners in the education of their children.

## Involvement of Parents

☐ Changes made ☒ No changes made

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

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

**Response:** The District, in partnership with the parents of students enrolled in Title I schools, will be responsible for the development, implementation, and evaluation of the LEA Title I Parental Involvement Policy (PIP) and the LEA plan. The school Parental Involvement Teams will consist of teachers and parents. Teachers will be selected based on their administrator's recommendation. The LEA will involve parents (public and private) in the LEA Title I PIP by asking administrators and teachers from across District Title I schools to invite parents to attend the meeting. To involve hard-to-reach parents, the District will provide translation services and all other reasonable accommodations in order to encourage their participation. Parental input for the PIP will be solicited through surveys, focus groups, and PIP development meetings. Other meetings, such as school SAC meetings, will also be utilized to gain input for the PIP and will be documented through meeting minutes.

Okeechobee County Schools will provide parents information regarding the LEA PIP, including instructions on how they can access the PIP in its entirety. Parents will also have access to this information through hard copy dissemination of a brochure summary of the LEA PIP, through the district website, and through communications during parent meetings, such as SAC, PTO, and District Advisory Council.

The LEA will involve parents in the LEA Plan by requesting their input during LEA and school trainings, meetings, and activities. This input will be documented through surveys, evaluations, and meeting minutes. Information about accessing the LEA Plan will also be provided through the brochure summary of the LEA Title I PIP.

The LEA will involve parents in school review and improvement through gathering their input and feedback of School Improvement Plans (SIPs). Special emphasis will be placed on each school's SIP goals and activities for parental involvement. Since schools will be utilizing their School Title I PIP as part of their SIPs, parents will have access to the LEA Plan, the LEA Title I PIP, their School Title I PIP, and their SIP - all with the goal of articulation and scaffolding of parental involvement strategies to increase student academic achievement.

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## Technical Assistance

☒ Changes made      ☐ No changes made

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 LEA provides technical assistance to all Title I schools by providing:

The opportunity for parents and staff to communicate on a District level through the Districtwide Parental Involvement Committee, which will be comprised of staff members and parents from District Title I schools and will meet in the Fall and Spring of the 2014-2015 school year. To recruit parents, schools will send home information regarding the first meeting date and time.

Feedback from parents, through committees such as the Parent Advisory Council and Parent Involvement Committee, regarding the planning of effective parental involvement activities.

Guidance regarding the appropriate use of parental involvement funds.

Guidance regarding the planning of academic-themed parent workshop, such as "The Perfect Brainstorm."

Parental Involvement Plan outlines regarding how schools will use parental involvement set-aside funds to meet NCLB section 1118 requirements and effective parental involvement activities. In the fall, schools will submit their plans for the school year and the LEA will review them for effectiveness and compliance. During this time the LEA will provide training and guidance to schools on developing, implementing, and evaluating their PIPs, as needed. (Training/guidance was provided by the LEA for all Title I schools in these areas in June 2014 to plan for the 2014-2015 school year.)

A review of Parental Involvement Plans to ensure compliance with requirements, including SAC or training minutes indicating the plan was developed with parent input.

A review and approval of all parental involvement purchases made by Title I schools.

The administration and analysis of a parent climate survey form. Distribution to parents occurs in March with results compiled in April.

Training with school-based Parental Involvement teams.

A "Parent's Right to Know" letter template (with translations) for notifying parents when a child is taught by a non-HQT for 4 or more consecutive weeks.

Providing a summary and example of the process for appropriate parental involvement expenditure guidance/recommendations to school-based teams.

Provide any necessary accommodations to parents with disabilities (i.e. sign language interpreters, one-on-one explanations to non-literate parents).



Put information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format to the extent practical, in a language parents can understand, on school and District websites, at Parent Involvement Committee meetings, SAC meetings, PTO meetings, and other school and District events.

Florida DOE guidance on the development of the Parental Involvement Policy is shared with schools as received from DOE and also at Title I principals' meetings.

The collection and review of compacts used at each Title I school, including minutes showing they were developed with parent input.

#### School-Level PIP Review Process:

The LEA will provide technical assistance and support to Title I schools in planning and implementing effective parental involvement activities that revolve around frequent and meaningful communication between the LEA and the schools, with parental participation. This occurs in multiple ways: Information shared at monthly principals' meetings, information shared with District Parental Involvement Committee members at each school site, and communications via email, telephone, and on site visits to the schools.

In an effort to increase Parental Involvement throughout the District, as well as to be in compliance with federal guidelines and exemplify best practices, the position of Federal Programs Resource Teacher (FPRT) was created in July 2010. This position means that there is now someone specifically charged and available to support parental involvement efforts by visiting schools, observing programs, providing site guidance, reviewing documentation, and providing trainings. The FPRT will review school-level PIPs for accuracy and documentation of compliance. The FLDOE compliance rubric will be utilized for this process.

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## Coordination and Integration

☒ Changes made      ☐ No changes made

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

| count | Program         | Coordination  |
|-------|-----------------|---|
| 1     | Title I Part C  | By the end of the first semester, the District's Federal Programs Resource Teacher will collaborate with Migrant Advocates of Title I Schools to provide guidance on effective, researched-based Parental Involvement activities and assist in recruiting parents to participate in activities. The LEA will also collaborate with Part C to sponsor a "Back to School" event for migrant families. |
| 2     | Early Childhood | The LEA will provide tip sheets on school readiness to its early childhood programs. It will also assist in content for transition to kindergarten parent meetings in the spring.   |
| 3     | Title III       | The LEA will collaborate with Title III to ensure information is provided to parents, for whom English is not their first language, in a language and format that they can understand.  |

## Annual Evaluation

☐ Changes made    ☒ No changes made

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

**Response:** The LEA will:

Continue to convene a District Parental Involvement Committee (PIC) to discuss District-wide Parental Involvement Initiatives, areas of need, and areas of success throughout the District.

Conduct and compile results of parent evaluation feedback at each training activity provided to parents, and use these results to guide the development of future activities in such a way as to address parents' concerns.

Provide all Title I schools with a checklist of parental involvement documentation to be maintained to meet parental involvement requirements.

Conduct and compile results of the Title I parent surveys and share findings with PIC for feedback.

Review school-based parent climate survey data and share findings with PIC for feedback.

Review and evaluate progress made toward accomplishing School Improvement Plan and District Improvement goals and objectives for parental involvement and share with PIC or District SAC for feedback.

Use evaluation results in planning improvements during the current school year and for subsequent school years.

Identify barriers to participation using parent climate survey results, Title I parent survey results, feedback received directly from parents who are in attendance, school staff, district staff, research, and staff development on parental involvement.

Reach out to the community to identify barriers to parental participation.

Hold outreach meetings and focus groups based at churches and community centers to gather input from parents who "traditionally" may not participate in school events.



## Building Capacity

Changes made No changes made

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     | Reading/"Battle of the Books": Activity involving students from Grades 3-8, focuses on understanding the Sunshine State Readers. Parents will be involved in helping their child prepare for the competition, using reading comprehension strategies set forth in packets sent home from the school.         | Federal Programs Resource Teacher | The program encourages students to read, which correlates to increased student achievement in Reading. Parents will be encouraged to work with their child using specific strategies outlined in packets sent home from the schools.  | Spring 2015            | Sign-in sheets, improved student performance in reading  |
| 2     | Math/"Math Bowl": Activity involving elementary school students that focuses on an understanding of the Common Core State Standards through information sent home by the school sites, and will be able to help their child.   | Federal Programs Resource Teacher | The program encourages students to develop their mathematics skills, which correlates to increased student achievement in mathematics. Parents will be encouraged to work with their child using specific strategies outlined in packets sent home from the schools.  | Spring 2015            | Sign-in sheets, improved student performance in reading  |
| 3     | Reading, Writing, Math, Science, Social Studies, Geography/"FCAT at Home": Workshop that provides easy, concrete strategies for various content areas parents can use at home with their children to support and reinforce academic skills.  | Federal Programs Resource Teacher | The content and strategies in this workshop provide FCAT-correlated practice skills parents will use at home with their children to support their academic achievement.   | Throughout the year.   | Sign-in sheets, improved student performance in reading, writing, math, science, and social studies. |
| 4     | "The Perfect Brainstorm" Familiarize families with the new Florida Standards, connect student achievement of standards with college & career readiness, teach them ways to support achievement of the standards at home, & provide them connections for on-going support through FL DOE resources available. | Federal Programs Resource Teacher | This program encourages parents to become familiar with the new standards that will ensure their child is college and career ready. It will give parents, teachers, and students ways in which they can support academic achievement at home. Parents will be given the tools and resources that will help them continue this practice at home. | September/October 2014 | Sign-in sheets, improved student performance in reading  |



## Staff Training

☒ Changes made ☐ No changes made

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     | "Workshop in a Box" The program is designed to teach educators what parents need to know about the Florida Standards. Participants will be given specific training for communicating with parents about the new Florida Standards throughout the school year. | Federal Programs Resource Teacher | The training will focus on strategies schools & parents can use to support student academic achievement. Then, strategies to address these specific areas will be developed by school teams during the training. | Fall 2014 | "Workshop in a Box" will be evaluated with an end of session evaluation. |

## Communication and Accessibility

☒ Changes made ☐ No changes made

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:** To ensure that all parents of students enrolled in our Title I schools have the opportunity to participate in parental involvement activities, Okeechobee County provides Districtwide activities with translators and bilingual materials. These activities will include: the "Perfect Brainstorm" family introduction to the Florida Standards workshop, the "Battle of the Books" parental involvement activity, and the "Math Bowl" parental involvement activity, among others. Flyers and announcements regarding parental involvement activities are translated and distributed to all parents at Title I schools. Event flyers include this information so that parents are aware of the availability of this service. The LEA will monitor schools to ensure all parent information is provided in a language that parents can understand, if at all feasible. The LEA will also encourage parents with disabilities to notify the school/and or LEA of any accommodations that may be needed in order to address barriers to participation. Specific contact information will be listed on activity and meeting announcements and notifications.

The LEA will also enlist the assistance of community groups and faith-based organizations in promoting activities to parents that may not be reached through school distribution and dissemination methods. The LEA will collaborate with Part C and Title III to provide information in appropriate manners to migrant and non-English speaking families. Furthermore, this collaboration will assist the LEA in finding alternative sites to host meetings and activities, such as churches and community centers.



## Discretionary Changes

☒ Changes made
 ☐ No changes made

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

| Count | Activity   | Description of Implementation Strategy           | Person Responsible                                | Anticipated Impact on Student Achievement   | Timeline                               |
|-------|--|--|---|---|--|
| 1     | Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];   | Provide childcare.                               | Federal Programs<br>Resource Teacher/School Teams | parents will be able to participate in school events.                               | Throughout the school year.            |
| 2     | Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; | Hold meetings at various times and locations.    | Federal Programs<br>Resource Teacher/School Teams | parents will be able to participate in school events.                               | Throughout the school year.            |
| 3     | 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 the LEA-wide parent advisory committee. | Federal Programs<br>Resource Teacher              | Will allow parents from across the District the capacity to contribute their input. | Fall and Spring meetings will be held. |

## Evaluation of the previous year's Parental Involvement Plan

### Building Capacity Summary

☒ Changes made    ☐ No changes made

Provide a summary of the activities provided during the previous 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 | Anticipated Impact on Student Achievement  |
|-------|---|----------------------|------------------------|--|
| 1     | Reading/ "Battle of the Books"  | 1                    | 59                     | The program encourages students to read, which correlates to increased student achievement in Reading. Parents will be encouraged to work with their child using specific strategies outlined in packets sent home from the schools.                                 |
| 2     | Math/ "Math Bowl"   | 2                    | 150                    | The program encourages students to develop their mathematics skills, which correlates to increased student achievement in mathematics. Parents will be encouraged to work with their child using specific strategies outlined in packets sent home from the schools. |
| 3     | Study Skills/"Mystery in 3D"  | 6                    | 274                    | Families will acquire study skills they can apply at home to improve memory and long-term recall of what is taught in school in order to improve academic success.   |
| 4     | Reading, Writing, Math, Science, Social Studies, Geography/"FCAT at Home" | 17                   | 718                    | The content and strategies in this workshop provide FCAT-correlated practice skills parents will use at home with their children to support their academic achievement.  |
| 5     | Readers Raise the Roof  | 5                    | 177                    | The program encourages students to read, which correlates to increased student achievement in Reading. Parents will be encouraged to work with their child using specific strategies incorporated into the game that will be taken home the night of the event.      |
| 6     |   | -1                   | -1                     |  |
| 7     |   | -1                   | -1                     |  |
| 8     |   | -1                   | -1                     |  |
| 9     |   | -1                   | -1                     |  |
| 10    |   | -1                   | -1                     |  |
| 11    |   | -1                   | -1                     |  |
| 12    |   | -1                   | -1                     |  |
| 13    |   | -1                   | -1                     |  |
| 14    |   | -1                   | -1                     |  |
| 15    |   | -1                   | -1                     |  |



## Staff Training Summary

☒ Changes made ☐ No changes made

Provide a summary of the professional development activities provided during the previous 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 | Anticipated Impact on Student Achievement  |
|-------|--|----------------------|------------------------|--|
| 1     | "Parental Involvement Leadership Initiative" | 1                    | 32                     | The training will focus on strategies schools & parents can use to support student academic achievement. Then, strategies to address these specific areas will be developed by schools' teams (comprised of parents & school staff) during the training. |
| 2     | "Modern Family Engagement"                   | 1                    | 32                     | The training will focus on strategies schools & parents can use to support student academic achievement. Then, strategies to address these specific areas will be developed by school teams during the training.   |
| 3     |  | -1                   | -1                     |  |
| 4     |  | -1                   | -1                     |  |
| 5     |  | -1                   | -1                     |  |
| 6     |  | -1                   | -1                     |  |
| 7     |  | -1                   | -1                     |  |
| 8     |  | -1                   | -1                     |  |
| 9     |  | -1                   | -1                     |  |
| 10    |  | -1                   | -1                     |  |

## Private School Summary

☒ Changes made ☐ No changes made

Provide a summary of the parental involvement activities provided during the previous 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 | Anticipated Impact on Student Achievement   |
|-------|---|------------------------|-----------------------|---|
| 1     | Parent and Teacher Workshop focused on Reading and Math strategies. | 5                      | 1                     | The purpose of the workshop was to provide new strategies for parents and teachers to utilize with students in order to increase student achievement. |

## Barriers

☒ Changes made ☐ No changes made

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 current 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     | Schedule Conflicts (Low-SES, Hispanic)    | The LEA will hold meetings at a variety of times, as we have in the past. Attendance improved at PI events during the 12-13 school year, but increasing participation for these subgroups will continue to be a priority for the district in order to build capacity.. |

## Best Practices (Optional)

☒ Changes made ☐ No changes made

Describe the parental involvement activity/strategy implemented during the previous 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 | "Reader's Raise the Roof" "Home Improvement" family literacy workshop for PreK - 3rd grade. The fun-themed learning experience is led by a "foreman" who guides participants through a series of interactive demonstrations that highlight key things parents can do to nurture reading and writing at home. (Workshop in a Box Program) |
| 2     | Building Capacity of Parents | "Mystery in 3D" Activity designed to introduce families to Study Skills and Strategies that improve long-term recall of information and skills learned in school. (Reading, Math and Science) Workshop In a Box Program)   |