

Program Specific Assurances

Putnam County School District Parent and Family Engagement Plan

Assurance is hereby given that, to the extent applicable

- The LEA will conduct outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in all of its school with Title I, Part A programs consistent with Section 1116 of the Every Students Succeeds Act (ESSA). Such programs activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [ESSA Section 1118(a)]
- The LEA will work with its schools to ensure that the required school-level parent and family engagement policy is developed under subsection (b), each school served under this part a outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. [ESSA Section 1116(d)]
- The LEA will incorporate this LEA- wide parent and family engagement policy into its LEA Plan developed under ESSA Section 1116.
- In carrying out the Title I, Part A parent and family engagement 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 in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand. [ESSA Section 1116(e)(f)]
- If the LEA Plan for Title I, Part A developed under ESSA Section 1116(b)(4) 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 parents and family members of children receiving services under this part in the decisions regarding how funds reserved are allotted for parental involvement activities, and will ensure that not less than 90 percent of the funds reserved under this part shall be distributed to schools with priority given to high-needs schools. [ESSA Section 1116(3)]
- The LEA will be governed by the statutory definition of "parents and family engagement" as defined in ESSA Section 8101, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition.
- The LEA will use funds reserved under this part to carry out activities and strategies consistent with the parent and family engagement policy as outlined in ESSA Section 1116(3).

By checking this box and by my signature on this application, I hereby certify that the **Putnam County District School Board** agrees to all Program Specific Assurances, and will abide by all Federal, State and Local laws in the use of any funds awarded.

Area of Focus 2

Area of Focus 2: **Parent and Family Engagement Plan (PFEP)**

1. Using the data of choice, provide the LEA measurement of parental involvement participation and the basis for the identified need. Please identify the source data that is used.

Response:

The District Federal Programs Office provides all Title I schools a Parent Involvement Survey from which data is gathered to determine barriers to parent and family engagement. Each school is given their survey data to share with stakeholders at School Advisory Council/PTO meetings to guide decision-making at the school level. At the District level, survey data from all schools is presented to the Parent Involvement District Advisory Committee (PIDAC) and analyzed for barriers/needs impacting parent and family engagement.

2. Parent & Family Engagement Mission Statement

Response:

The mission underlying the Parent and Family Engagement Policy is to actively partner with parents and families to strengthen the home/school connection by providing resources, training and information that support student academic success and personal development.

3. Engagement of Parents

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

- LEA-wide parent and family engagement policy (PFEP) [Section 116(2)]
- LEA plan [Sections 1112(b), 1112(d)(1 and 2)]; and
- How the funds reserved for parent and family engagement will be spent [Section 1116(a)(3)].

Response:

The Putnam County School District's Parent and Family Involvement in the School Policy is available on the District's website.

The District involves parents and families of each school served by requesting school administrators issue invitations to parents and families to serve on the Parent Involvement District Advisory Council (PIDAC). PIDAC members are provided information, training and resources during monthly meetings. PIDAC members will take back information and resources to schools to share with school administrators, teachers, parents and families.

PIDAC members provide input into the yearly Title I Parent Survey. Data from this survey is shared with PIDAC members for use in identifying barriers to parent and family engagement. PIDAC members suggest solutions and/or strategies for implementation to enable more parent and family engagement in support of student achievement.

Member feedback is incorporated into the District Parent and Family Engagement Plan (DPFEP). The final DPFEP is reviewed and approved by PIDAC members. The DPFEP is available in hard copy at schools and uploaded onto the District and individual school websites for public access.

Federal Program staff uses Title I District parent and family engagement funds to supply resources for parents and families for use with students. Resources purchased are decided upon by feedback from PIDAC members who meet with administrators, teachers, and parents at their respective schools to determine resource needs.

4. 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 parent and family engagement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1116(a)(2)(B and C) and 1116(e)(1-14)].
- Include a description of the process the LEA will use to review the school-level P&FE to ensure compliance with all requirements of Section 1116 [34 CFR 200.21(c and d)].
- Include information on how the LEA will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request [Section 1116(e)(14)].

Response:

Staff at the District Federal Programs office create, copy, distribute, tabulate and disseminate to schools parent surveys and compiled survey data. Schools use survey data to make informed decisions on planning and implementing activities to build the capacity of parent and families to support student achievement.

Title I schools develop, disseminate and advertise parent and family engagement activities with an emphasis on curriculum and the goal of increased student achievement. Title I staff support these activities as needed.

Title I staff conducts three administrative reviews to share parent and family engagement budget updates, support grant compliance and best practices that impact parent and family engagement.

Title I staff provide support to schools completing the school-level Parent and Family Engagement Plans (PFEP) using the School-Level Parent and Family Plan Checklist provided by FLDOE. As plans are completed, each school's PFEP is reviewed against the checklist and support given to align plans to required components before being submitted for approval.

5. Coordination and Integration

Describe how the LEA will coordinate and integrate parent and family engagement strategies from Title I, Part A of with other federal programs (including but not limited to Head Start, Early Reading First, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C and Part D, Title III, and Title IV, Part A) [Sections 1116 (a)(2)(D) and 1116(e)(4)]. In the text box, please formulate your responses as follows:

1. Program & Coordination

Response:

Program: *Voluntary Pre-K:*

Coordination: *The District coordinates with schools to advertise Kindergarten Roundup to voluntary pre-K daycare facilities throughout Putnam County. No Pre-K programs are funded with Title I funds.*

Program: *Title I, Part C and Part D*

Coordination: *The District coordinates English language classes for non-English speaking parents and advocates for families at school meetings. Families with students transitioning back to school from juvenile justice institutions are supported by a liaison funded in part by Title I, Part A funds.*

Program: *Title III*

Coordination: *The District coordinates English language classes for non-English speaking parents and advocates for families during school meetings.*

Program: *Title IV*

Coordination: *The District coordinates transportation services for parents of homeless students to school functions, doctor appointments and meetings.*

6. Annual Evaluation

With the inclusion of parents, describe the actions the LEA will take to conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of the Title I, Part A schools [Section 1116(a)(2)(E)].

Response:

The District Federal Programs office works with PIDAC members to create a Title I Parent Survey for use in gathering parent and family feedback on the effectiveness of the District's policies.

7. Building Capacity

If the LEA plans to implement LEA-wide parent and family engagement activities, describe the actions that will be taken to build the schools' and parents' capacity. The plan should demonstrate a partnership among the school, the parents, and the community to improve student academic achievement [Sections 1116(a)(2)(C), 1116(e)(1-14)]. Please formulate your responses as follows:

- A. Content and Type of Activity
 - A. Person Responsible
 - B. Anticipated Impact on Student Achievement
 - C. Timeline (including frequency and duration)
 - D. Evidence of Effectiveness
 - E. Research based evidence

Response:

A. District Parent Involvement Advisory Council meetings.

- A. *Parent and Family Engagement Specialist*
- B. *Increased parent/family knowledge of curriculum, assessment, available resources, and educational strategies positively impacts the ability of parents and families to support the academic achievement of students.*
- C. *Monthly September 2017-June 2018*
- D. *Information and resources reach school sites through increased interaction between PIDAC members, school staff and other parents/families creating a flow of communication to impact student achievement.*
- E. *According the Epstein's Framework for Involvement (2002) communicating with families about school programs and student progress impacts student achievement. Creating two-way communication channels between school and home that are effective and reliable is important.*

A. Federal Programs Title I Parent Resource Center

- A. *Parent and Family Engagement Specialist*
- B. *Providing parents/families and classroom teachers access to educational materials and resources to be used at home as a supplement to school resources will increase parent/family ability to support learning at home.*
- C. *As needed during the 2017-2018 school year.*
- D. *Increase in student achievement by students whose parent/family/teachers participate in use of resources.*
- E. *According to Epstein's Framework for Involvement (2002) the ability to support, encourage, and help students at home by providing information and ideas to families about homework and other curriculum related activities, decision and planning improves student achievement. Epstein redefines "homework" to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life.*

3. Administrative Staff Review

- A. *Title I Director*
- B. *Providing leadership through monitoring the efficient use of funds and resources for parent and family engagement at the school level assists school administrators in decision-making impacting student achievement.*
- C. *Ongoing throughout the 2017-2018 school year*
- D. *Positive feedback from school administrators on effectiveness of support*
- E. *Research by Liethwood, Louis, Anderson, & Wahlstrom (2004) found that effective educational leadership makes a difference in improving learning. Successful educational leaders develop their districts and schools as effective organizations that support and sustain the performance of administrators and teachers, as well as students. (Liethwood, Louis, Anderson, & Wahlstrom, 2004).*

8. 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 1116(e)(3)]. Please formulate your responses as follows:

1. Content and Type of Activity
 - A. Person Responsible
 - B. Anticipated Impact on Student Achievement
 - C. Timeline (including frequency and duration)
 - D. Evidence of Effectiveness
 - E. Research based evidence

Response:

1. Site-based Administrative Review

- A. *Title I Director*
- B. *Supporting school level administration to provide staff professional development in parent and family engagement research and strategies through Professional Learning Communities will impact student achievement.*
- C. *Ongoing through the 2017-2018 school year*
- D. *PLC agendas from schools reflecting staff professional development in parent and family engagement practices*
- E. *School leaders may provide the stimulus for adopting and implementing school-sponsored practices by promoting the view that schools and homes interconnect with each other and sharing how their school can increase the productivity of such connections for student learning (Liethwood, Louis, Anderson, & Wahlstrom, 2004).*

9. Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parent and family engagement 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 1116(e)(5) and 1116(f)].

Response:

The District Office of Federal Programs provides the following:

- *translations of all Title I, Part A parent correspondence based on need and/or the request of individual parent/families or schools.*
- *services of a Spanish translator to all schools.*
- *correspondence in other languages as needed and requested.*
- *PIDAC support in format revisions to any district document.*
- *information to parents and families in a language that is understandable to them, such as the Title I Brochure and Teacher Certification letter.*
- *information on the SkyWard Parent Portal system which is a web-based platform connecting and school.*
- *information to parents and families on the handicapped accessibility modifications at all district facilities.*

10. Discretionary Activities

The LEA parent and family engagement 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 1116(e)].

√ Check here if the LEA does not plan to implement the discretionary parent and family engagement activities.

If your district does plan to implement these activities, please formulate your responses as follows:

1. Activity
 - A. Description of Implementation Strategy
 - B. Person Responsible
 - C. Evidence of Effectiveness
 - D. Timeline (including frequency and duration)
 - E. Research based evidence

Response:

The LEA does not plan to implement additional discretionary parent and family activities.

Evaluation of the Previous Year's Parental Involvement Plan

11. Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1116(e)(1-2)]. Please formulate your responses as follows:

A. Content and Type of Activity

- A. Number of Activities
- B. Number of Participants
- C. Anticipated Impact on Student Achievement

Response:

A. Parent Involvement District Advisory Council (PIDAC)

- A. 6
- B. 53
- C. *Increased knowledge of school practices, assessment, curriculum, and providing supplemental materials will build the capacity of parents and families to improve the academic achievement of children.*

A. School-based Administrative Staff Review

- A. *Minimum of 3*
- B. 180
- C. *Supporting school level administration to provide staff professional development in parent and family engagement research and strategies through Professional Learning Communities will result in more and better communication between home and school building capacity for parents and families to improve the academic achievement of their children.*

12. 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 1116(e)(3)]. Please formulate your responses as follows:

- A. Content and Type of Activity
- B. Number of Activities
- C. Number of Participants
- D. Anticipated Impact on Student Achievement

Response:

A. School-based Administrative Staff Reviews

- A. *Minimum of 3*
- B. 180
- C. *Supporting school level administration to provide staff professional development in parent and family engagement research and strategies through Professional Learning Communities will result in more and better communication between home and school building capacity for parents and families to improve the academic achievement of their children.*

13. Private School Summary

Provide a summary of the parent and family engagement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]. Please formulate your responses as follows:

- A. Content and Type of Activity
 - A. Content and Type of Activity
 - B. Number of Participants
 - C. Schools Participating
 - D. Anticipated Impact on Student Achievement

Response:

The Putnam County School District has no private schools participating in the Title I program.

14. Barriers (LEA Plan Infusion):

Describe the barriers which hindered participation by parents in parent and family engagement 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 parent and family engagement 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 1116(a)(2)(E)]. Please formulate your responses as follows:

- A. Barrier (Including the Specific Subgroup)
- B. Steps the School will Take to Overcome

Response:

- A. *Lack of communication between teachers and parents/families (all subgroups)*
- B. *Plan for communicating in a variety of ways to send out information to parents/families. Repeat communication more than once. Research availability of technology to better reach parents and families*
- A. *Schools compete with family schedules*
- B. *Include student-centered activities/performances to heighten the appeal of parent and family attendance at school activities.*

15. Best Practices

Describe the parent and family engagement 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. Please formulate your responses as follows:

- A. Content/Purpose
- B. Description of the Activity

Response:

- A. *Dads Take Your Child to School Day is a state sponsored even to encourage fathers to be involved in their children's education*

B. *The Office of Federal Programs along with the District Department of Instructional Media put together a media "blitz" with information encouraging dads to attend their child's school for the event. Federal Program's staff also coordinated with schools to assist in planning site-based activities.*

Several schools served 'Donuts with Dad' in the Media Center and had the student read with their father.