

State Board of Education

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FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart
Commissioner of Education

December 08, 2015

Joel Herbst
FAU Lab School District
777 Glades Road, Building 47 Room 210
Boca Raton, FL 33431

Dear Dr. Herbst:

We are pleased to inform you that the FAU Lab School 2015-16 LEA Parental Involvement Policy/Plan meets all of the requirements outlined in Section 1118 of the Elementary and Secondary Education Act.

Please be reminded that the LEA is required to share the contents of the parental involvement policy with parents of children participating in the Title I program. The information must be provided in an understandable and uniform format, including alternative formats upon request.

If you have questions or need additional information, please contact Tony Graham via email at Tony.Graham@fldoe.org, or by telephone at 850-245-9893.

Sincerely,

Sonya G. Morris

SGM/tog

SONYA G. MORRIS, CHIEF
BUREAU OF FEDERAL EDUCATIONAL PROGRAMS

FAU LAB SCHOOL Title I, Part A Parental Involvement Plan

I, Valerie J. Bristor, 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: Florida Atlantic University Schools (FAUS) recognizes the valuable contributions that parents make to their students' education. We will embrace every opportunity to involve our parents in the decision making process. We align ourselves as full partners with the parents of our students. FAUS will provide functional guiding teamwork involving parents, teachers, administrators, staff, and teaching assistants to foster the well being of the students and the school community. We will provide all



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2015-2016 LEA Parental Involvement Adoption Page

LEA or District Name: Florida Atlantic University Schools (FAUS)

This policy was adopted by the LEA on 10/27/2015 and will be in effect for the period of one year through 06/30/2016. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before 11/20/2015.

Dali Dominguez

(Signature of Title I Authorized Representative)

10/2/15

(Date)

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

FAU LAB SCHOOL Title I, Part A Parental Involvement Plan

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- 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;
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students opportunities to reach their full potential, through utilizing research, developing challenging and relevant work, establishing school, home and community partners.

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: Our annual Title I parent meetings were held on September 10, 11, and 21, 2015. The purpose of the meetings were to inform parents about our Title I program and its requirements, provide an overview of the Parent Involvement Plan, as well as introduce our parent resource center. Following this meeting, parents participated in the distribution of the School-Parent Compact.

The Parent Involvement Plan is developed and monitored by the schools leadership team in partnership with the LEA administration. Members of this team include the Administrative Team, Guidance Counselors, Deans, and Coaches. Input, evaluation, and adoption of the plan is carried out by the School Advisory Council (SAC). The SAC consists of the principal, teachers, parents, educational support personnel, elected by their peers, and other citizen representatives of the ethnic, racial, and economic community served by the schools. Parental input was also requested through a notification sent home. Parents were sent a draft summary of the PIP and asked to review it and provide input.

Curriculum teams, which consist of teachers across grade levels on each team, are responsible for evaluating and providing feedback for their corresponding sections of the School Improvement Plan (SIP). For example, members of the Math Team meet and review the SIP portion associated with Math. They provide feedback. Then, committee leaders take this feedback to the leadership team. The leadership team is composed of the principal, two assistant principals, and the intervention, reading, and math coaches. The leadership team makes adjustments to the plan accordingly. In addition, the SIP is reviewed by the district peer review team who makes recommendations. The SIP is also presented to parents at a SAC meeting and their input is taken into consideration with final review by the leadership team. All this information is taken into account when developing the PIP.

The allocation appropriated to schools will be used to provide programs and activities that build capacity for parental involvement and promote student achievement and academic success. The school will host various parent meetings and workshops to provide parents with strategies, information, and materials when working with their children at home to support the partnership between school and parents.

Parent Involvement Funds:

Parental involvement set aside (\$4,580).

• Teacher stipends for parental involvement activities (\$2,944.39)

· Food/Materials for parents attending workshops (\$455.61)

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 LEA provides technical assistance and guidance in the planning and implementation of effective parental involvement activities by delineating its expectations for parental involvement and providing feedback once the needs have been identified. The LEA provides the coordination, technical assistance, and guidance necessary to assist the Title I schools in planning, developing, and implementing effective parental involvement activities designed to improve student academic achievement and school performance. Technical assistance is provided to the Title I schools in the development, implementation, and review of all required plans. For instance, the LEA Grants Director provides guidance and information for the school Title I Liaison and Leadership team to enhance their abilities to present parental involvement information to all stakeholders.

The LEA also monitors that the parental involvement allocation is used to support the activities outlined in the school's parental involvement policy/plan.

The LEA reviews the following documents: FSA results, Parent Climate Surveys, Title I Parent Surveys, and Parent Involvement training evaluations when evaluating and/or revising the PIP.

Parents were invited to provide input on the LEA's 2014-2015 Parent Involvement Plan at the School Advisory Council (SAC) Meeting held on March 18, 2015. The council consists of parent/community members, instructional/non-instructional staff, as well as the administration team. During this meeting the plan was distributed to members of the SAC. They worked in teams to read through the plan and provide feedback. The feedback was taken back to the LEA and Leadership Team, where revisions were made accordingly. The LEA reviewed the PIP to ensure compliance and the proposed activities would provide meaningful opportunities for parents to become more involved in their child's education. At a follow-up meeting, the plan will be once again presented to SAC for final revisions and adoption. This meeting will be held October 27, 2015. After the plan is approved by the FLDOE, a summary will be translated and distributed to parents on or before November 20, 2015.

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	Exceptional Student Education	Representatives from the Saint Lucie County School District's ESE program and university staff from FAU will be invited to participate in parent involvement meetings/events to provide information about their services to families.
2	Children's Services Council	Representatives from the Children's Service Council of St. Lucie County will be invited to participate in parent involvement meetings/events to provide information about their services to families.
3	IDEA	Supplemental instructional support discussed with parents during the development of the student's IEP.
4	Title I Parent Academy	Programs based on parental interest and need will be scheduled at PPE. These programs will educate and encourage parents in providing support to their children for academic success.
5	Title II/Parent Success	Administrators and designated staff will conduct a series of workshops to assist parents in becoming involved in their children's education.
6	Title I Curriculum/Florida Standards Family Training	Administrators and faculty will conduct curriculum nights to assist parents in becoming involved in assissting their children with academics by eductaing them regarding the Florida Standards.

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: As part its evaluation of the Parental Involvement and School Improvement Plans, the LEA will correlate parent involvement to student achievement. The LEA reviews the following documents: FSA results, Parent Climate Surveys, Title I Parent Surveys, and Parent Involvement training evaluations to determine program effectiveness.

The Parent Involvement Plan is developed and monitored by the Leadership team in partnership with the LEA. Members of this team include the Administrative Team, Guidance Counselors, Deans, and Coaches. Input, evaluation, and adoption of the plan is carried out by the School Advisory Council (SAC). This Council consists of parent/community members, instructional and non-instructional staff, as well as the administrative team. During a monthly meeting the plan is distributed to members of the SAC, they work in teams to read through the plan and provide feedback. The feedback is taken back to the Leadership Team and LEA where revisions are made accordingly. At a follow-up meeting, the plan is once again presented to SAC for adoption of the plan.

The evaluation will be ongoing and will also include a summative evaluation at the end of the year. Additionally, parent surveys, evaluation conducted at the end of parent trainings and meetings will be also used to evaluate the effectiveness of all the parental involvement activities. The feedback provided from these evaluation forms, as well as from the Title I annual survey, will be shared with the School Advisory Council. They review these results and identify common areas of concern and barriers for greater participation of parents. Their suggestions and recommendations will be considered in improving and implementing any necessary changes needed throughout the year.

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	Family Reading Night	Program Development & Outreach Specialist	Student achievement improves when parents become involved in their children's education at school and in the community.	October 2015, May 2016	Sign-in sheets
2	Science Fair Night	Science Department	Student achievement improves when parents become involved in their children's education at school and in the community.	October 16, 2015	Sign-in sheets
3	Geometry Parent Meeting	Geometry teachers	Student achievement improves when parents become involved in their children's education at school and in the community.	August 13, 2015	Sign-in sheets, agenda
4	Algebra I Parent Meeting	Algebra I teachers	Student achievement improves when parents become involved in their children's education at school and in the community.	August 14, 2015	Sign-in Sheets, agenda
5	Title I Annual Parent Meeting	Administration	Student achievement improves when parents become involved in their children's education at school and in the community.	September 10, 11, and 21, 2015	Sign-in sheets, feedback, surveys
6	100 Book Challenge Information Session	K-3 and 6-8 Reading teachers	Student achievement improves when parents understand the curriculum and have the strategies to work with their children at home.	September 10 and 11, 2015	Sign-in sheets, agenda, survey
7	Cultural Heritage Breakfast	Guidance	Student achievement improves when parents understand the curriculum and have the strategies to work with their children at home.	September 24, 2015	Sign-in sheets, feedback surveys

8	Monday Math Madness	K-2 teachers	Student achievement improves when parents understand the curriculum and have the strategies to work with their children at home.	October 5, 2015	Sign-in sheets, agenda, feedback, surveys
9	Middle School Curriculum Night	6-8 teachers	Student achievement improves when parents become involved in their children's education at school and in the community.	October 21, 2015	Sign-in sheets, agenda
10	Cultural Heritage Breakfast	Guidance	Student achievement improves when parents become involved in their children's education at school and in the community.	September 24, 2015	Sign-in sheets, feedback, surveys
11	Family Night Out	PTO	Student achievement improves when parents become involved in their children's school.	Monthly from October 2015 - May 2016	Flyer, school messenger notice
12	FSA Information Session	Instructional coaches and 3rd grade teachers	Student achievement improves when parents become involved in their children's education at school and in the community.	December 15, 2015	Sign-in sheets, parent feedback survey
13	Curriculum Night K-8	Team Leader and Designated Personnel	Student achievement improves when parents understand the curriculum and assessment/grading system.	September 21, 2015	Sign-in sheets, PowerPoint Presentation handouts, agenda
14	Dads Take Their Children to School" Event	Administration, and designated staff	Student achievement improves when parents become involved in their children's education at school and in the community.	September 30, 2015	Sign-in sheets
15	Parent/Community Involvement Orientation	Administration and designated staff	Student achievement improves when parents become involved in their children's education at school and in the community.	September 17, 2015	Sign-in sheets, agenda
16	Literacy and Linguini Night	K-8 teachers and designated staff	Student achievement improves when parents become involved in their children's education at school and in the community.	January 20, 2016	sign-in sheets, agenda
17	Student-Led Conferences	K-5 teachers and designated staff	Student achievement improves when parents become involved in their children's education at school and in the community.	February 17, 18, and 19, 2016	Sign-in sheets, agenda, feedback survey

18	e-Reading Parent Initiative via Instructional Videos on website	Program Development & Outreach Specialist	Student achievement improves when families get involved in their student's education	September & October 2015	Increase in number of e-book requests
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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	Faculty Title I Orientation	Instructional Coaches	Student achievement is impacted when parents are actively involved in their child's education. This training will increase effective communication practices with parents.	September 16, 2015	Sign-in sheets, Agenda, PowerPoint Presentation
2	Grade Level/Department Meetings	Instructional Coaches & Guidance	Working with teachers to analyze data and learn how to more effectively communicate with parents will ultimately improve student achievement.	Quarterly	Agenda, sign-in sheets, school data
3	Crucial Conversations Professional Development	Instructional Coaches	Student achievement is impacted when parents are actively involved in their child's education. This training will increase effective communication practices with parents	August 14, 2015	agenda, feedback surveys
4	Activities at Team Leader Meetings	Instructional Coaches	Teachers' ability to effectively communicate with parents and involve them in their child's education will be improved and student achievement will ultimately be impacted.	Quarterly	Sign-in sheets, agenda, feedback surveys
5	Teachers Involving Parents (TIPS) Workshop Training	Administration & Parent Liaison	Working with teachers to communicate effectively with parents and involve them in their child's education will impact student achievement.	October 2015, January, February, May 2016	Sign-in sheets, PowerPoint Presentation handouts, agenda

Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: The LEA will ensure that information related to the school, parent programs, meetings, and other activities is sent to the parents of participating children in a timely manner, an understandable format, and to the extent practicable, in a language the parents can understand. The PIP will be translated into English, Portuguese, Spanish, and Creole. Additionally, the LEA will ensure that information is disseminated through various mediums, such as hard copies, school's website, student planners, newsletters, automated phone messages, and school marquees.

The complete PIP will be posted on the school's website. In addition, hard copies will be available in the office and the parent resource room. Notification as to the plan's location will be sent home via monthly parent newsletter, as well as a flyer. The principal will be required to sign an assurance form as evidence of requirement to notify parents of the availability of the PIP.

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	Kindergarten Blast Off	1	90	Student achievement improves when parents become involved in their children's education at school and in the community.
2	Title I Night	2	128	Student achievement improves when parents become involved in their children's education at school and in the community.
3	Curriculum Night K-8	1	191	Student achievement improves when parents understand the curriculum and assessment/grading system.
4	Family Night Out	9	515	Student achievement improves when parents become involved in their children's education at school and in the community.
5	Math Night	2	210	Student achievement improves when parents understand the curriculum and have the strategies to work with their children at home.
6	Science Parent Night	1	550	Student achievement improves when parents become involved in their children's education at school and in the community.
7	Writing Parent Night	1	29	Student achievement improves when parents understand the curriculum and have the strategies to work with their children at home.
8	Literacy & Linguini Night	1	630	Student achievement improves when parents understand the curriculum and have the strategies to work with their children at home.
9	Publix Math Night	2	140	Student achievement improves when parents become involved in their children's education at school and in the community.
10	Parent Success	3	61	Student achievement improves when parents become involved in their children's education at school and in the community.

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	Parent Involvement Training	4	90	Student achievement is impacted when parents and community members are actively involved in the school's organization. This training will increase effective communication with parents.
2	Grade Level Meetings	8	720	Work with teachers to analyze data and communicate effectively with parents. This will ultimately improve student achievement.

3	Parent Academy of St. Lucie County	4	61	Student achievement improves when parents understand the curriculum and have the strategies to work with their children at home.
4	Book Discussions and Activities at Team Leader Meetings	2	180	Teachers' ability to effectively communicate with parents and involve them in their child's education will be improved. This will ultimately impact student achievement.
5	Grade level Team Train-the-Trainer Modules Training	4	90	Teachers' ability to effectively communicate with parents and involve them in their child's education will be improved. This will ultimately impact student achievement.

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	Parent Engagement: Same parents continue to attend academic/informational activities	The LEA will continue to host PTO trainings to provide techniques to equip parents with the necessary skills to successfully reach out to other parents. Additionally, the schools will continue to incorporate student presentation opportunities, food, as well as host more educational fun nights intended for the whole family in order to encourage participation.
2	Transportation: Students come from all over Saint Lucie County	The LEA will offer meetings in different locations. Social media (Facebook and Twitter) pages will be used as a platform to disseminate information regarding parent meetings, events, and activities.

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
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