

What is Title I?

Title I is a federally funded program designed to ensure that all children have a fair and equal opportunity to obtain a high-quality education. Funding for the program is allocated based on the number of low income families attending a school.



Holmes District School

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Holmes District School Board

Parent and Family Engagement Plan

Title I Schools

Bethlehem High
Bonifay K-8
Holmes Co. High
Ponce de Leon
Elem.
Ponce de Leon
High
Poplar Springs



Parent Engagement Policy

Parent input is gathered in many ways in the district. All district schools have a School Advisory Council (SAC) made up of volunteers, solicited by yearly letters from principals, who have opportunities to give input into the development of school plans such as School Improvement Plan, School Parent Involvement Plan, Local Education Agency Plan. Parents are given climate surveys at the end of the school year in an attempt to gather input concerning school policies, procedures, plans, etc. Parents are asked at parent conferences for additional input that would assist schools in better serving parents and their needs.

Holmes District School Board has also created a District Parent Advisory Council (DPAC) composed of parents from all Title I schools, community members and district personnel. Committee members are volunteers and/or are chosen by the school advisory councils.

The committee provides input into the development, implementation and evaluation of all school related plans, including but not limited to: School Improvement Plans, School Parent Involvement Plans, District Parent Involvement Policy, LEA Plan, Title I, Part A application as well as Title II, VI and X. In the Spring during SAC and DAC meetings, parents are given opportunities to review the school and district Parent Family Engagement Policy/Plan and make recommendations and changes for the next year. All of this data, along with parent climate surveys are compiled by Evaluation Analysis & Research Solution, and reviewed by the Title I office. School data is presented to the SAC for final development of the school plan. The compilation of data for the district policy is presented to the DAC for the development of the Parent family engagement Plan.

Schools

All schools receive training and information on ways to include parents in the school improvement process through the school improvement office and Title I office. Parents are invited and encouraged to become active members of the SAC and provide input in the development of all plans related to school improvement. Parent, staff, and student surveys will be distributed and the results analyzed to evaluate school needs. Data collected throughout the year will be shared with each SAC and all input from parents is documented through SAC and DAC agendas, minutes and sign-in sheets, parent questionnaires and climate surveys maintained by the Title I office. Decisions involving the use of the one percent of Title I funds reserved for parental involvement will be made during the development of SIP by the SAC. Title I parents are involved in this committee. Of this one percent, not less than 95% will be allocated to schools. Parents will participate in the development of the school Title I budget through participation in the D-PAC including the allocation of the 1% of Parent Involvement funds.

Funds from Title I allow schools to offer additional programs, staff, and materials for the benefit of our schools with large low-socioeconomic populations. A portion of Title I funds is required to be used for meaningful parent involvement. Ask your school how you can get involved!

Families

You can be involved in your school in one of the following ways:

- to help make important decisions by participating on school committees and meetings such as SAC, DPAC
- to be involved in the planning of the parent involvement plan at their school
- to know the level of achievement that their child scored in each area of the state assessments given
- Parents have the right...to know the professional qualifications of their child's teacher(s) including the degrees and certifications held, whether the teacher is certified in the area they are teaching, and if they are highly qualified.
- to know if a teacher has taught their child for four consecutive weeks, who does not meet the highly qualified definition.

