

2020-21
Title I, Part A *School*
Parent and Family
Engagement Plan



School Name: Arlington MS

School #: 213

Principal Name: Latisha Harvey

School Website: [dcps.duvalschools.org/arlingtonmiddle]



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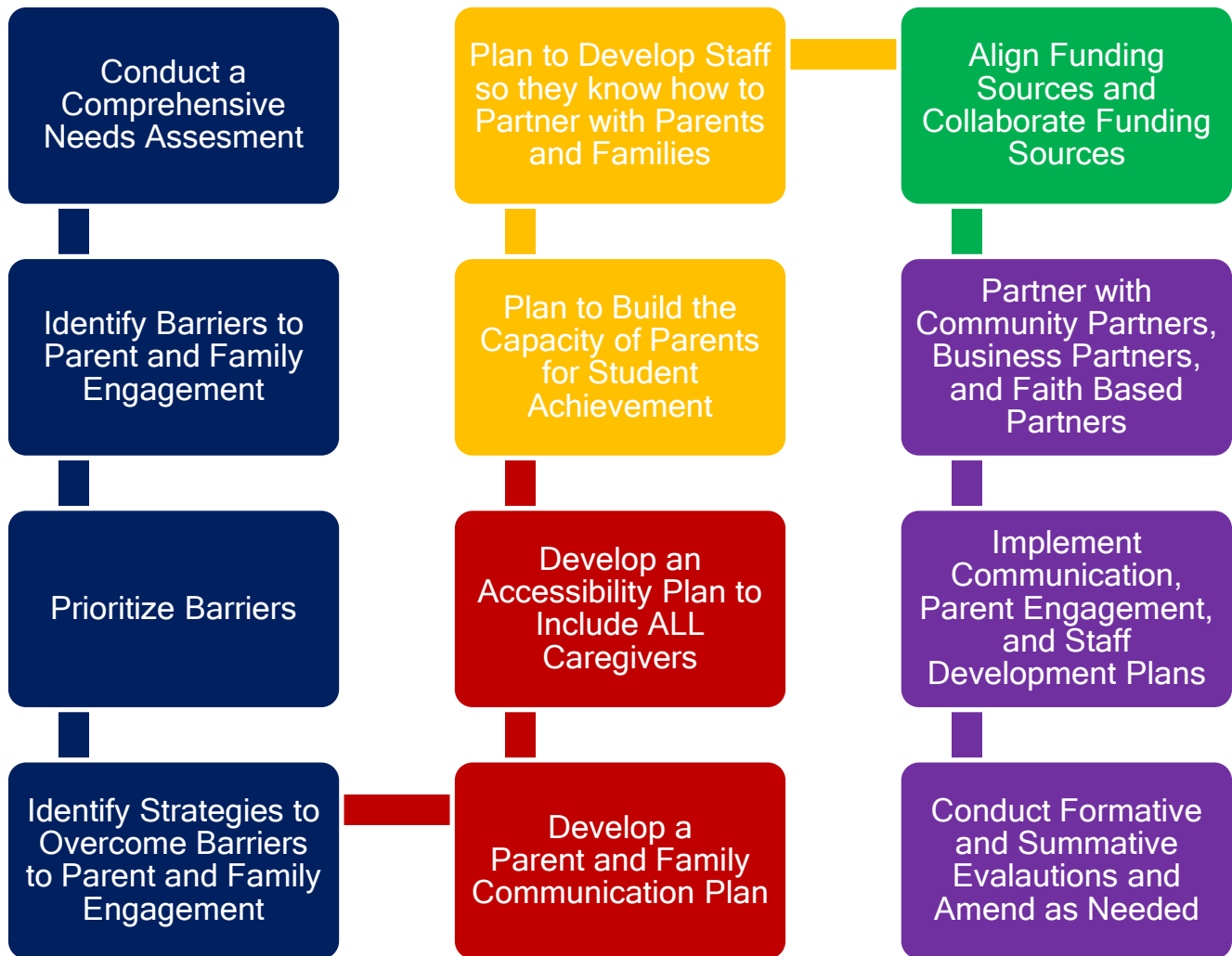
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OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



“Treat children like they make a difference and they will.”



ASSURANCES

I, Latisha Harvey, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan 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 local, 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.

<input checked="" type="checkbox"/>	The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
<input checked="" type="checkbox"/>	Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
<input checked="" type="checkbox"/>	Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
<input checked="" type="checkbox"/>	Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
<input checked="" type="checkbox"/>	Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
<input checked="" type="checkbox"/>	If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
<input checked="" type="checkbox"/>	Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
<input checked="" type="checkbox"/>	Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
<input checked="" type="checkbox"/>	Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

*click to select each assurance, this page will require an original signature and submission to the District.

Signature of Principal/School Administrator

Date Signed

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
3400	998.20	\$2401.80
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
Activities were planned for the month of March. School did not return after March 6 and therefore the activities were not held.		

Programmatic Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
31	11	Parents will be able to pick up pertinent documents for students, use the computer to conduct school business or research schooling options, and games will be provided for check-out for families.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	12	Parents asked questions and made comments that demonstrated they understood the purpose of them meeting
Developmental Meeting (End of Year)	7	Parents debriefed and provided insight on activities going forward for the next school year.

Moms, Muffins, and Mentors	123	Parents expressed verbal feedback that they thought the speaker provided useful information regarding parenting and mentoring tips.
Dads, Dudes, and Donuts	73	Several male father figures continued to show support to the school through volunteerism after the event, stating that they were inspired by the program.
Parent Report Card Night	343	Parents continued to build relationships with teachers after meeting them to discuss their child's successes and failures during parent report card night.

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.
- Timing and Virtual Venue of meeting were conducive to parent participation

Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.		
<ol style="list-style-type: none"> 1. Barrier 1: Child Care 2. Barrier 2: Transportation 3. Barrier 3: Timing of events 4. Barrier 4: High population of non-English speakers 		
<p>(1) Prioritize the TOP THREE the barriers (it may be possible to combine some)</p> <p>(2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).</p>		
	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1	Non-English speakers	Information provided in languages represented.
2	Timing of Events	Events are strategically scheduled in both morning and evening so that parents who work at varying times of day will all have the opportunity to attend.

3	Transportation	Bus vouchers will be provided any time there is a parent engagement event. Bus vouchers will be sent home by students the day before the event.
4	Child Care	Parents have younger children and/or infants to care for which may prevent them from attending school events for their older children.

Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?

The overarching goal for the 2020/2021 school year is to increase parent engagement by using research proven strategies to create ease of opportunity for parents to participate in school functions. We intend to do this by creating interactive, highly engaging, and fun activities that incorporate parenting workshops and other tools that parents may need to help ensure parent success.

COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

Arlington Middle School intends to implement several strategies to ensure that all parents and families have the resources necessary to be an active and involved parent. Parents who work jobs at different set times throughout the day will have several opportunities to attend parent workshops, events, etc., as these events will be held at various times, including weekends when possible. We will provide a translator (for our largest ESOL population) at each event, and do our best to accommodate other language speakers through help from the district, and language technology. Parents with multiple children may bring their other children to events, as there will be childcare provided.

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?

All school communication will be provided in English and Spanish (our second largest language). This includes the parent newsletter that lists upcoming events, meetings, and parent workshops. Flyers will be provided in an interpreted version on the reverse side of the flyer.

What are the different languages spoken by students, parents and families at your school?

Spanish, English, French Creole, Swahili

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

(1) Arlington Middle will produce a parent newsletter at each grade reporting period with upcoming events, programs, and activities geared toward parents and families
 (2) Parent link, flyers, announcements, school website, social media
 (3) (Facebook, Instagram, Twitter), and emails/texts.

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain? (4) in all applicable languages?

(1) During Arlington Middle School's Open House and Orientation meetings, parents receive an overview of the school and district expectations, curriculum and instruction, academic goals for each grade level, school norms and expectations, parent involvement opportunities, and tools to help parents understand how to guide their children to success.
 (2) During Parent Teacher conferences, teachers share academic expectations with parents, as well as what is necessary for mastery of various standards. Teachers engage parents in how technology and software such as Unify (Performance Matters), i-Ready, Math180, and Achieve 3000 are used to assess student achievement.
 (3) Teachers work in conjunction with parents to develop Progress Monitoring Plan to support the academic needs of the students based on what is required to be considered proficient. Each year we incorporate information about the curriculum, assessment and achievement expectations during the following events; Orientation, Open House, Developmental Meeting, Parent Nights and School Advisory Committee meetings.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

(1) School Advisory Committee meetings occur each month. SAC provides stakeholders with the opportunity to include their feedback and ideas related to school based decisions. In addition, the annual Developmental meeting and annual Title 1 meeting are additional opportunities for parents to give feedback and help make decisions.
 (2) The meeting dates/times are posted on the DCPS website, school website, and marquee. Monthly meeting reminders are sent out via Parentlink to all parents.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

The administrator responsible for Title I compliance and implementation of Title 1 events will contact the assigned Title I Specialist to initiate the dissemination of feedback.

(1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (**technology cannot be the only option**). (2) How will this plan be communicated in all of the languages that apply to your school?

(1) The plan will be shared in electronic and hardcopy formats. The plan will also be available upon request in the main office, and hardcopies placed in the Parent Resource Room.
 (2) Upon parental request, the plan will be provided in an various languages as necessary.

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



INVOLVEMENT OF PARENTS and FAMILIES

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

School Advisory Committee meetings occur on a monthly basis. One standing agenda item that can be discussed at each meeting is Parent Involvement/SIP. The continuous improvement cycle is used to address, revisit and plan for involvement. After each parent involvement activity has been facilitated, a survey is provided to obtain feedback. The feedback is used to support the improvement process. Survey results and other forms of feedback are shared during SAC meetings.

How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]

- Transportation - Funding will be used to purchase JTA passes that will be available for parents who need transportation to the events.
- Childcare - Supervision of younger children is a continuing service that is provided to parents during events
- Home Visits - Occur through leadership team members and other outside agencies. Funding is not needed for home visits.
- Additional Services to remove barriers to encourage event attendance -

FLEXIBLE FAMILY MEETINGS

<p>How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]</p>
<p>During Orientation, Open House and the Developmental meeting, data is gathered from parents regarding the best times to meet or have events throughout the school year. Also, every event ends with the opportunity for parents to provide feedback about the session purpose, concerns, or needs. Parents can also provide feedback using the school-based "Customer Service" form located in the main office.</p>
<p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p>
<p>Surveys, interest forms, and verbal feedback collected and summarized during meetings.</p>
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input checked="" type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input type="checkbox"/> Other _____</p>

REQUIRED ANNUAL MEETING

<p>Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]</p>
<ol style="list-style-type: none"> 1. <u>Step 1: Set a date for the meeting to occur</u> 2. <u>Step 2: Create a presentation that includes all pertinent information about our Title I program</u> 3. <u>Step 3: Create a survey that will be distributed for feedback after the meeting</u> 4. <u>Step 4: Distribute an invitation flyer in English and Translated versions</u> 5. <u>Step 5: Create a sign-in sheet to keep track of who attended</u> 6. <u>Step 6: Conduct the meeting</u> 7. <u>And so, on as needed....</u>

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.

A presentation will be given as follows:

- Explanation of Title I (purpose, funding, and aligned data)
- Scheduled Events
- Examples of involvement
- Needs Assessment
- Feedback.

Feedback will be reviewed during the first developmental meeting to revise the plan accordingly.

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.

(1) Data will be included in the presentation. The data will reflect achievement, demographic and goals for the school.

(2) Parents will be introduced to School Choice and how the process is accessible to all.

(3) Parents and student rights will be incorporated into the presentation to include: school choice, procedures, parental involvement initiative, qualifications, expectations, and appropriation of funds. These items are also included as a part of the ongoing agenda item for SAC meetings whereas the continuous improvement cycle is facilitated. The Parent Right to Know documents will be presented and discussed during the meeting.

How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

The school consistently communicates with parents using multiple avenues and languages; school marquee, parentlink, flyers, announcements, social media, email, 1:1 phone calls and text messages

REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

Step 1: Send meeting notification (at least 2 weeks in advance) to families using multiple avenues

Step 2: Create meeting agenda (include review of survey feedback from events, identify areas of success and projected needs, and devise a plan of action to address any gaps)

Step 3: Create sign-in sheets

Step 4: Create survey/feedback form

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?

The school is undergoing a major overhaul in terms of using technology to reach, communicate, and education our families. In the current climate of COVID 19, this information will prove useful to our families in terms of helping their children navigate virtual learning when it is necessary again.

How will the school implement activities that will build relationship with the community to improve student achievement?

Virtual activities will become the norm so that parents who have otherwise been marginalized due to transportation will have the opportunity to participate.

(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

(1) The Parent Resource Room is being moved to the main office to be highly visible to parents as they enter the main office. A parent liaison will be available to assist parents.
 (2) Signage in the main office, Social Media, and Website.
 (3) During New Teacher bootcamp, teachers and staff will go through a training process to be taught the how the Parent Resource Room is used.

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

N/A

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness
Title I Annual Meeting (required)	Principal Harvey	Parents will learn the role of Title 1 in the school setting	August, 2020	Parent Surveys, verbal feedback
Title I Developmental Meeting (required)	Corprew	Parents will learn the purpose of PFEP and participate and the yearly plan that accompanies the document.	April, 2021	Parent surveys, verbal feedback
Moms, Muffins, and Mentors	T. Smith	Parents will learn how to mentor their students by using research proven classroom strategies.	February, 2021	Parent Surveys, verbal feed back
Dads, Dudes, and Donuts	Seabrooks	Parents will learn how to mentor their students by using research proven classroom strategies.	March, 2021	Parent Surveys, verbal feedback

PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact?

The compact itself will involve parent/voice through voluntary summer (virtual) meetings where parents can express their needs and desires, and those needs and desires can be incorporated into the compact.

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?

The Assistant Principal of School Culture and Operations will oversee the portion of Student Orientation where the Parent Compact will be explained. Because student Orientation is virtual this year, the compact will be available via our school website and can be returned by mail or by student delivery on the first day of school.

INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

- A copy of the letter informing parents that their son or daughter was assigned a teacher who falls into category 1 or 2 above.
- Parents will be alerted to expect the letter by announcements via social media and parent link.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Book Study on Cultural Awareness	A. Jones	Improved relationships between teachers and students and families	Sept-Dec 2020	Sign-in sheet Completed book review Form, teacher discussions, evaluations
Diversity Training	L. Corprew	Improved relationships between teachers and students and families with different backgrounds	Jan 2020	Sign-in sheet Feedback form
Teaching Tolerance	T. Smith	Improved relationships between students with varying backgrounds	March 2020	Sign-In Sheet, Feedback Forms

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	As a Title 1 School, we offer various wrap around services which allow us offer programs such of Afterschool, Achievers for Life and Communities in schools.
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.