

2022-23

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



School Name: Highlands Middle School School #: 3244

Principal Name: Leon Mungin

School Website : dcps.duvalschools.org/hms



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OVERVIEW



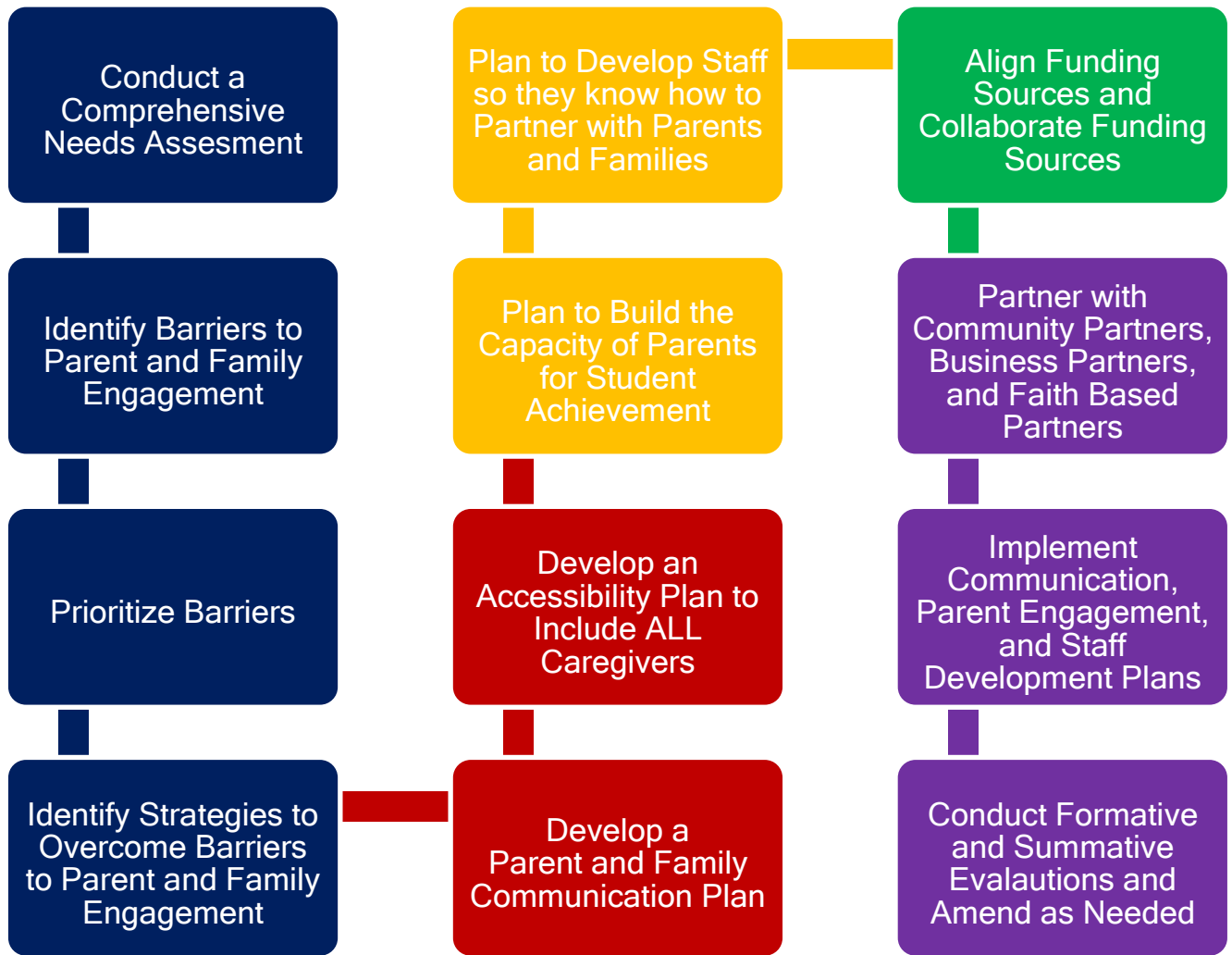
The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary 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, Leon Mungin, 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



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;



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)];



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)];



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)];



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)];



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)];



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)];



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



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
\$3349	\$3349	\$231.80
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		

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)
167		Provide Resources for Supporting Student Academics Provide Resources for Job Applications, Resume Building,

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)/Open House	30	As a result of event, there were marked increases in parent participation in highlighted events, social media activity, and other communication forums. There were increases in accurate contact
		information for parents, and an increase in parent emails and meetings
SAC meeting August - May	10	Reviewed and troubleshoot parent concerns, increase engagement, strategize methods to increase parent support and involvement
Report Card Night	25	Student grades and teacher/parent conference
Developmental Meeting (End of Year)	15	Input from parents regarding changes for the school year, collaboration from PTSA, increased positive climate as related to upcoming school year

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.

The goal of this meeting was to increase family and parent involvement. A collaborative agreement led to increased efforts to encourage involvement through academic, community, and athletic events. Parent engagement meetings will be held at strategic dates and times to provide opportunistic moments for parents to attend important meetings.

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.

1. Covid 19
2. Transportation Challenges
3. Scheduling Conflicts (work, childcare, etc)

- (1) Prioritize the TOP THREE the barriers (it may be possible to combine some)
- (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)).

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Covid 19 /Transportation Challenges	Virtual Meetings/opportunities as appropriate, or opportunities to join an in-person meeting through a virtual forum
2)	Scheduling Conflicts	Offer opportunities for parent engagement that span many time frames - morning, afternoon, and evening meetings, events, resource access, and volunteer opportunities
3)	Limited English Proficiency, Disabilities, Migrant Families	Translation of materials, resources into various languages, integrate translation support as needed for meetings. Ensure meeting space and location are accessible to all individuals.

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?

Our primary goal is to increase parent and family engagement and involvement, especially at events in which parents can provide input on decision making and fund allocation

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?

Translation of materials, resources into various languages, integrate translation support staff as needed for meetings. Ensure meeting space and location are accessible to all individuals. As needed we will coordinate with wrap-around services and ride-sharing programs to offer transportation.

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?

Emails through Duval Schools FOCUS accounts
 Social Media Reminders
 Letters and Flyers sent home with students
 Text Messaging apps
 Callouts
 School Marquee
 School Website
 FOCUS communication

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

Spanish
Creole

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) Timely communication will occur through Weekly Principal Callouts and emails, information on the Marquee, emails and messages through FOCUS, Social Media Posts, and parent letters and flyers
(2) All of these forms of communication will be provided, as available, in different languages
(3) Tools and Resources include FOCUS software, email, flyers, letters, Social Media, and Principal Callout Platform, School Marquee

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) Initial Parent meeting/Open House
(2) Mid-Year Stakeholder Meeting
(3) Scheduled School-Advisory Council (SAC) Meetings
(4) Scheduled parent involvement 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 Council (SAC)
- (2) Parent-Teacher-Student Association (PTSA)

This will be communicated through Social Media, Weekly Callouts, Focus Emails, Flyers and Letters

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]

Title 1 contact information will be provided on all documents distributed, and available in the main office, school counseling office, and the parent resource center.

(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) This plan will be made available in our main and counseling offices, and in the parent resource room. It will also be available online through our school website, along with the School Improvement Plan.

(2) We will communicate this plan through all communicated processes (social media, email, weekly callouts, Flyers and Letters, School Marquee

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)].

All families are invited and encouraged to participate in all scheduled events, with an emphasis on the Title I development meeting. Parents are encouraged to join and attend SAC and PTSA. During each SAC meeting we discuss PEFP, address concerns and changes, and plan for upcoming events.

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 - Bus Vouchers JTA
- Childcare - Provided on-site during parent meetings
- Home Visits - Wrap Around Services and Dropout Intervention teams, as necessary
- Additional Services to remove barriers to encourage event attendance -

FLEXIBLE FAMILY MEETINGS

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)]

Parent Need Surveys

What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?

Parent Need Surveys

How flexible meetings will be offered to accommodate parents? Check all that apply.

- ☒ AM Sessions based on documented parent feedback
- ☒ PM Sessions based on documented parent feedback
- ☒ Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- ☒ AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- ☐ Other _____

REQUIRED ANNUAL MEETING

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)]

1. Step 1: Identify Date, Scope and Agenda for meeting
2. Step 2: Develop advertising materials for virtual and tangible distribution
3. Step 3: Meet with SAC to structure details and format of meeting. All stakeholders are invited and encouraged to attend SAC
4. Step 4: Review PEFP team to review questions, concerns, and changes from previous years developmental meeting
5. Step 5: Conduct scheduled meeting, providing resources and opportunities for parents and families to understand and participate in question and answer.
6. Step 6: Follow-up SAC meeting to discuss findings.

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.

The entire Title I, Part A Plan, along with the Budget

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) PowerPoint will include
- (2) PowerPoint will include
- (3) PowerPoint will include

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?

Phone call-outs, marquee postings, tangible handouts and mailouts, social media, school website

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.

1. Step 1: Identify Date, Scope and Agenda for meeting
2. Step 2: Develop advertising materials for virtual and tangible distribution
3. Step 3: Meet with SAC to structure details and format of meeting. All stakeholders are invited and encouraged to attend SAC
4. Step 4: Review PEP team to review questions, concerns, and changes from previous years developmental meeting
5. Step 5: Conduct scheduled meeting, providing resources and opportunities for parents and families to understand and participate in question and answer.
6. Step 6: Follow-up SAC meeting to discuss findings.

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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?

Development of opportunities for parent and family engagement will stem from interests from parents as indicated from survey data, and with school need.

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

Parent and Family engagement will coordinate with community partnerships to develop meaningful experiences for students that show alignment to academic achievement and growth.

(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)CHS partnership will provide a staff member to operate parent resource room
- (2)Parent Resource room is advertised in the main and counseling offices, along with a link and information on our website and social media
- (3)Training will be provided during early release to train and refine practices for Parent Resource Room.

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 1 Annual Meeting	Principal Leon Mungin	Parents will learn: 1. Details about current plan for parent involvement 2. Ways to get involved and support their students 3. Resources Available through School and Parent Resource Room	September 2021	Increased use of parent resource room Increased attendance to parent events Increased participation by parents in SAC Increased in linked parent focus accounts Increase in participation and qualitative perception through 5 Essentials Survey

Fall Data Dine	Assistant Principal Brianna Jefferson	Parents will learn: 1. Review Achieve 3000, PM scores Wrap around services	October 2022	Survey/poll data, completion rates of financial aid applications
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		3. Scholarships, Grants, and other Financial Aid Resources		
The State of The Highlands Middle School	Principal Mungin	Parents will learn: 1. Step-by-step walkthrough of school data, including academic and qualitative data, school grade information, comparative analysis of prior data, current and future school goals. 2. How to increase their involvement in the success of their student and the school as a whole, both academically and as a cornerstone of the community.	February 2023	Sign-in; Evaluation/ surveys. Training certificates for participants, notes from forum discussion Q & A session
Spring Literacy	Lead Counselor	Parents will learn: 1. Understand the importance of literacy 2. Achieve3000 Scores and PM Scores 3. Book Study	November 2022	Survey/poll data, Book Club participation
Spring Literacy	Lead Counselor	Parents will learn: 4. Understand the importance of literacy 5. Achieve3000 Scores and PM Scores 6. Book Study 1.	March 2023	Survey/poll data, Book Club participation

Developmental Meeting	Assistant Principal Abe Reising	1. 2. 3.	Parents will describe barriers to participation in campus events School will share barriers to engage families A mutual plan will develop to increase collaboration	April 2021	A Collaborative Plan Sign-in Evaluation

Schools may add or remove rows as needed.

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 parent compact will be completed through collaboration with parents during the initial Title 1 meeting. Parent conference check-in will require the Dean, Teacher, or Administrator review the parent compact before starting the conference and the parent experience survey will ask if they received and completed a parent compact.

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

Collection of compacts after each conference given directly to the guidance clerk.

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.

We will use the Standard Out-of-Field notification document, and will send this document out via email and paper copy.

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
Poverty Simulation	Mr. Mungin	Improved ability for staff to work with parents and families	Dec 2021	Sign-in sheets, evaluation sheets, follow up with teachers
How to effectively Communicate with parents and families	Instructional Coach	Improved lines of communication and parent support	Aug 2022	Sign-in sheets, evaluation sheets, follow-up with teachers
Book Club with parents	Instructional Coach	Improved opportunities to increase literacy on campus	October 2022	Sign-in sheets, evaluation sheets, follow-up with teachers
Data and dine	Instructional Coach	Increasing student achievement	March 2023	Sign-in sheets, evaluation sheets, follow-up with teachers

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 checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	We actively engage families with a vision of inclusion and compassion. We follow all Federal, State, and district guidelines pertaining to this grant.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinneyVento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	We actively engage families with a vision of inclusion and compassion. We follow all Federal, State, and district guidelines pertaining to this grant.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	We actively engage families with a vision of inclusion and compassion. We follow all Federal, State, and district guidelines pertaining to this grant.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	We actively engage families with a vision of inclusion and compassion. We follow all Federal, State, and district guidelines pertaining to this grant.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	We actively engage families with a vision of inclusion and compassion. We follow all Federal, State, and district guidelines pertaining to this grant.

Schools may add lines as needed.