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December 12, 2014

Nick O'Grady
Franklin County School District
85 School Road
Eastpoint, FL 32328

Dear Mr. O'Grady:

We are pleased to inform you that Franklin County 2014-2015 LEA Parental Involvement Policy/Plan (PIP) meets all of the requirements outlined in Section 1118 of the Elementary and Secondary Education Act.

Please be reminded that the local educational agency (LEA) is required to share the contents of the PIP 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 Wanda Young via email Wanda.Young@fldoe.org or by telephone at 850-245-0726.

Sincerely,

Sonya G. Morris

SGM/wy

SONYA G. MORRIS, CHIEF
BUREAU OF FEDERAL EDUCATIONAL PROGRAMS

FRANKLIN Title I, Part A Parental Involvement Plan

I, Nina Marks , 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: MISSION STATEMENT

To create an educational atmosphere that inspires students to reach their maximum potential through the love of learning and the development of responsible citizenship,

while providing an appropriate education that results in success for all students.

To accomplish our mission, we will seek and provide visionary leadership, focus our decisions and activities to provide the maximum learning opportunities for each student and employ sound fiscal management practices. Our mission will be realized in the context of a safe, nurturing and positive environment that values the contributions and needs of individuals while working effectively with our Board, staff, parents, and community to achieve our shared vision of a brighter tomorrow for our students.

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: The Franklin County School District agrees to implement the following statutory requirements:

The school district will have programs, activities, and procedures for the involvement of parents in all of the 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. The FCSD will have teacher-parent nights for the training of parents in helping their child/children in reading. There will be two training sessions: one during the first semester, and one during the second. The FCSD will have Title grant presentations at each school, once early in the school year and once in the Spring: Doughnuts for Dads in November, 2013; and Muffins for Moms in May, 2014. These meetings are for disseminating information and Q & A about how to help the child/children at home. Literacy on the Lawn - students reading to parents twice a year: October, 2013; and a second event in April, 2014. Dr. Seuss family night will be held in March, 2014.

Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parent involvement policies meet the requirements of section 1118(b) of the ESEA, and each will include a school-parent compact consistent with section 1118(d) of the ESEA. The district has a parent involvement committee that reviews and edits the two schools' parent involvement plans annually.

The school district will incorporate a district-wide parent involvement policy into its LEA plan developed under section 1112 of the ESEA. The district parent involvement plan is reviewed quarterly by the district involvement committee.

In carrying out Title I, Part A parental involvement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of

parents with limited English proficiency, parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 1111 of the ESEA in an understandable format. Alternative formats are available upon request, and, to the extent practicable, in language that parents understand.

The FCSD will publish documents and announcements translated into Spanish and other languages as requested. The FCSD also has an ESOL teacher who aids in conversations needing translations.

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 school district will submit any parent comments with the plan when the school submits the plan to the State Department of Education.

If this situation occurs the Franklin County School District will attach and forward all complaints with the Parent Involvement Plan.

The school district will involve the parents of children served under Title I Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is utilized, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

The FCSD has parents involved in the discussions of the needs and expenditure of Title grant funds, as well as a review by the School Advisory Council. Parents who participate in the review and development of the district plan are: Pam Marxsen, parent; Ashley Bartlett, parent; Elizabeth Kirvin, parent; Tiffany Stanley, parent; David Walker, parent; David Butler, community representative; Charlie Wilkinson, teacher.

The school district will be governed by the following statutory definition of "parental involvement," and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in a regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring -

(A) That parents play an integral part in assisting to assure that their child is learning;

(B) That parents are encouraged to be actively involved in their child's education at school;

(C) That parents are full partners in their child's education and are included, as

appropriate, in decision-making and on advisory committees to assist in the education of their child; and

(D) The carrying out of other activities such as those described in section 1118 of the ESEA.

1. Provide assistance to parents in understanding such topics as:

- Florida's academic content standards;
- Florida's student academic achievement standards;
- Florida's and local academic assessments including alternate assessments;
- The requirements of Title I, Part A;
- How to monitor their children's progress;
- How to work with educators to improve the achievement of their children.

2. Foster parental involvement by providing materials and training, such as literacy training and using technology, as appropriate, to help parents work with their children to improve their children's academic achievement.

3. Educate teachers, student services personnel, principals, and other staff on the value and utility of contributions of parents, and in how to reach out to and communicate and work with parents as equal partners. Actions should include how to implement and coordinate parent programs and build ties between parents and schools.

4. Coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home (to the extent feasible and appropriate). Possible programs include Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs.

The school's program must help teachers, principals, and other staff work well with parents. The school will also develop other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their

children.

5. Ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in a format and language the parents can understand. The Franklin County School District reviews each school plan on a timely basis.

6. Provide reasonable support for parental involvement activities as parents may request. The district staff aides in the process with the schools in achieving viable parent activities which enables the parents to up their child/children.

Members of the committee: Mrs. Pam Marxsen, parent; Ashley Bartlett, parent; Elizabeth Kirvin, parent; Tiffney Stanley, parent; David Walker, parent; David Butler, community representative; Charlie Wilkinson, teacher.

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 will provide coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement programs to improve student achievement and school performance in the following ways:

The Director of Curriculum will provide technical assistance to all Title I principals in May to review the Title I, Part A requirements for parental involvement as it relates to increasing student achievement. Successful activities will be shared. Principals will receive newsletter, emails and third party programs which will enhance opportunities in the area of parent involvement programs. PIP templates will be emailed to all Title I principals and assistant principals.

The schools will send their parent involvement plans to the Director of Curriculum to be reviewed and summary changes or approval will be returned to the school and submitted to the Florida Department of Education. Additionally the Director of Curriculum will provide technical assistance to schools when planning parent programs for the school year.

Members of the PIP process: Pam Marxsen, parent; Ashley Bartlett, parent; Elizabeth Kirvin, parent/teacher; Tiffany Stanley, parent; David Walker, parent; David Butler, community representative; Lydia Countryman, parent -teacher, Nancy Hodgson parent, Harolyn Walker parent teacher, Allison Chipman parent, Lois Mendez-Catlin community supporter, Dan Rosier community supporter. Gina Moore, parent.

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	21st Century Grants	The Franklin County School District , school principal, the School Advisory Council, and the on-site director for the Century 21st programs will work jointly to ensure remediation is part of their programs for our after school students.
2	Early Learning Coalition prepares 4 yr olds for kindergarten.	The Franklin County School District partners with these organizations to ensure proper coordination, which leads to kindergarten preparedness, and to solicit their feedback into their needs and ways that we can help them be better prepared.
3	Home Instruction for Parents of Preschool Youngsters (HIPPY), a parent training program	The Franklin County School District will offer parents counseling and training to enhance their support of their child(ren)'s academic growth and development.
4	Franklin County Coalition, a collaboration of state organizations	The Franklin County School District Homeless Liaison works with these organizations daily in the identification and referral of homeless students in need of assistance.
5	Collaboration with the Franklin County Health Department	The primary benefit of the collaborative effort is networking for resources that help students and families in the areas of health, social services, and extended educational activities. Most of the resources are free to the schools.
6	The Franklin County Sheriff's Department/DARE program for drug-free schools	The Franklin County School District coordinates with the Franklin County Sheriff's Department to offer programs about bullying, tobacco, and drug-free lifestyles to our students. The sheriff's department also has off-site programs during the school year for students in grades K-5.
7	Title Grant seminars	The Franklin County School District will support both the Franklin County K-12 & ABC School K-8 in the implementation of their school based parent involvement plans for 2014-2015.

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: School Climate Surveys are completed by parents annually from January 4 through March 1. Surveys are available online and in hard copy. The FCSD will convene a quarterly Parent Involvement Committee beginning in February, 2015. Parents will participate in reviewing the FCSD Plan and make recommendations and changes for the 2015-2016 plan. FCSD will continue their Title I Annual Meeting to go along with Parent Volunteer nights, and a myriad of other, similar activities, in which parents are given the opportunity to make comments. School climate surveys are disaggregated by grade levels.

Schools have sign-in sheets at all parent activities, agendas and evaluation forms are completed at the ends of those nights. Schools and the FCSD review these completed forms in an effort to plan future activities more effectively. In April/May the results of the

School Climate Survey, as well as additional surveys taken at other parent involvement functions. The School Advisory Council evaluates the Franklin County PIP plans and considers revisions for the following year's Parent Involvement Plan. (both Franklin County School K-12 plan & District Plan)

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	Title Grant Meetings	Nick O'Grady	How grants impact achievement	Fall/Spring 2014	Sign-in sheets + agenda: Comparison in the addition of parents taking part in SAC, PIP committee and PTO activities.
2	Florida's academic content standards	Teachers	Gain support of parents through their gained knowledge of where their child is academically	Three times a year	Sign-in sheets documents by teachers. Increase information getting to parents concerning pre and post test plus quarterly assessments. Comments related to the academic content areas as provided via parent surveys.
3	Reading coaches will offer parents literacy training and training in the use of technology to enhance parents' capacity to work with their children	Reading coach + teachers	Increase reading opportunities with parents	Beginning in September	Documentation from classroom teachers. Additional meetings for follow-up with parents on the success of the home reading program. Increase in the number of parents participating in literacy trainings provided. ie. The FCSD will have teacher-parent nights for the training of parents in helping their child/children in reading. There will be two training sessions one the first semester and one the second. The FCSD will have Title gr
4	Ensure that information related to the school and parent programs, meetings, and other activities	Guidance	Ensures that ESOL students' parents are informed in a language they understand	September, 2014	Copies of letters distributed; results of parent surveys in which information provided is identified.
5	Support of schools	Nick O'Grady	District will be pro active in support of schools implementation of their individual plans	Summer 2014	Sign in sheets agendas

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	Parent Involvement Overview	Director of Curriculum and school principal	Better parent involvement, better student academic performance	Professional development begins in August, ongoing	Agendas, sign-in sheets PAEC
2	Making parents partners with their children's reading	Elementary and middle school deans	Teachers learn to teach parents how to read with their child and support reading assignments	Begins in August, ongoing	Begins in August, ongoing One day was set aside for parents to meet with teachers, October 22, 2012. These meetings were individual teachers and parent conferences which addressed all aspects of the students' academic achievement and assessments taken to date.
3	Parent programs	Principal	Sets up program which specifically address student academic areas of interest. ie Understand the new testing system	Begins in August, ongoing	Begins in August, ongoing. At the beginning of school teachers have parent involvement training.
4	Parent Involvement	Director of Curriculum	Developed action plans that included getting parents involved with the academics of their children	First meeting October, 2014	Agendas, sign-in sheets; teacher, parent reports; student achievement
5	Grade-level training programs designed to increase "positive" contact with parents and volunteers	Principal and school deans	More teachers more proactive in contacting parents on a regular basis	September, 2014, ongoing	Agendas, sign-in sheets, teacher checklists
6	PD for teachers/administrators in identification of homeless students and families	Sani Hengle - homeless liaison	Increase awareness of teachers in helping needed students	Fourth quarter of 2015/ First quarter of 2014	Agendas. sign-sheets

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: A. The school district will, with the assistance of its schools, provide materials and training to help parents (including parents with limited English proficiency and/or disabilities, and parents of migratory children) work with their children to improve their children's academic achievement. Assistance will include, but will not be limited to, such things as literacy training and uses of technology.

- Each school site and facility will offer parent workshops and will provide parents with literature, materials that they may check out, web based resources, etc., along with appropriate assistance. In addition, each parent will be assisted by school staff in the development of Title I "Contracts" that will be signed by the parent and teacher.

- Each school provides Family Reading Nights, during which parents and children read together and then complete the appropriate AR or RC reading assessment for books that have been read.

B. The school district will educate its entire school staff on ways to communicate and work effectively with parents as equal partners, and on ways to coordinate parent programs between parents and schools.

- Each staff member is required to develop an individual Professional Learning Plan for his or her use during the year. Parent communication skill development is expected to be part of every plan, and school and district leadership will monitor and evaluate plans during the year.

C. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents As Teachers program, and public preschool and other programs, as well as conducting other activities, including operating parent resource centers, to encourage and support parents in the education of their children, by:

- Our district's Head Start Programs. There is collaboration among these programs and our other school programs (many of which have Title funding). At monthly principal meetings, the Title programs are reviewed and the implementation is monitored. Principals and district staff use collaboration between the programs to meet the needs of students and close the achievement gap.

- In addition, local business groups, county government, and local law enforcement agencies provide a wide range of services to assist all of our schools and the students they serve. Local business supports the education and extracurricular programs in the schools through donations and participation in school events. Local government supports the schools through programs, special events, speakers, and onsite visits. Law enforcement provides resource

officers, programs, and events for students. These collaborative efforts provide a positive learning environment and increase student academic achievement.

D. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is communicated to parents of participating children in an understandable format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- student and program outcome measures will be reported to school board members, administrators, faculty, community, and parents through annual reports published in the local news media and on the district website, quarterly newsletters, quarterly meetings of the School Advisory Council, SPARS, the annual district Report, and at principals' meetings and PTO meetings. In addition, such information will be in the parent's home language if at all feasible. The principal will monitor student population and parent need to assure that the district has available staff member(s) proficient in Spanish to aid in translation as needed.

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:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];	Provide support to each school in the development of PIP plan and the implementation of activities	Nick O'Grady, District	Helps make parents aware of testing dates and ways to motivate their child.	August 2014 - ongoing
2	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];	Parent outreach activities	Nick O'Grady/District	Teachers and parents become more confident interacting with each other; therefore, enhancing communication which benefits the students	August. 2014 - quarterly
3	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home	Nick O'Grady/District	Opportunities for more parents to get involved	Aug. 2014 - ongoing

	home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; - 5			
4	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];	Professional development will be offered to support the completion and use of the parent surveys. of interest	Nick O'Grady/District	Surveys show that parents have interest in helping their children grow academically	August 2014-ongoing
5	Establishing a LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and	Increase # of parents elected to SAC committees	Nick O'Grady/District	More parent involvement gives the schools opportunities to reach more students in more ways	Aug. 2014 - ongoing
6	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Interaction of school personnel in local activities, associations and county promotions.	Nick O'Grady/District	Support outside the schools allows students to learn the importance of education.	Sept. 2014 - ongoing

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 provided during the previous school year designed to build the capacity of parents to help their children [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	The district held title grant meetings at each school for parents during 2013-2014	4	53	minor
2	The district support activities at each school during the year.	15	135	impacted by the support of parents in helping their children with homework & communicating with teachers

Staff Training Summary

Provide a summary of the professional development activities provided during the previous school year 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	Professional development was offered to teachers at their weekly teachers meeting	9	115	moderate, teachers became more aware of their students home situations and communication with parents increased.

Private School Summary

Provide a summary of the parental involvement activities provided during the previous school year 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 current 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	High unemployment is causing high level of stress/less attendance at school programs	Free suppers at school, more communication with parents
2	Decline in enrolment/ increase in dropouts and home school students	Create an increase in activities which involve the partents and set additional goals.
3	Meeting times are an issue	Set alternative meeting dates and times and increase meetings

Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the previous school year 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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