

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



School Name: Andrew Jackson High School School #: 35

Principal Name: Mr. Truitte Moreland

School Website: dcps.duvalschools.org/ajhs



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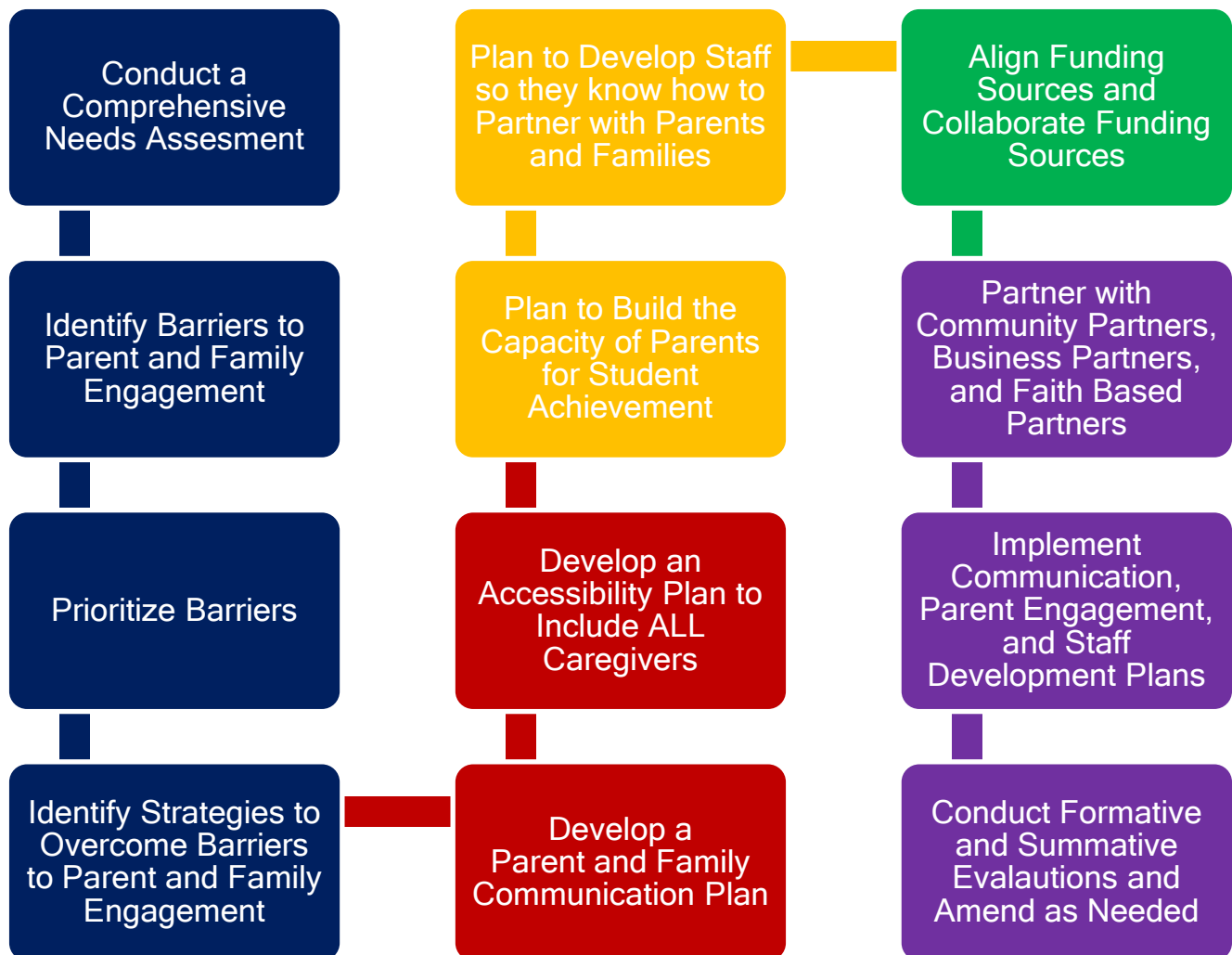
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OVERVIEW

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, Mike Townsend, 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
\$3,400.00	\$3,400.00	\$0.00
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		
N/A		

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)
3 parents	2 ACT Prep books; 1 set ACT flash cards	We have purchased additional supplies for college readiness. We will promote these additional resources to our parents.
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 (September)	11	Sign in sheets suggest that 89 parents participated. Meeting minutes reflect that parents asked questions pertaining to academic programs at AJHS, as well as magnet program development, clubs and organizations.

Video Gaming Showcase (November)	6	Parent involvement with Video Gaming magnet increased after the meeting based on School Communication Log
MidYear Stakeholders Meeting (January)	11	New community partnerships built by parents and prior staff
Testing Night (February)	8	Increase in number of students participating in afterschool tutoring.
AP/SS Night (April)	0	Cancelled due to COVID
Developmental Meeting (End of Year)	N/A	Did not occur due to COVID.

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.

Parents feel that direction of school is positive and that the school offers a safe and effective learning environment for their students. Parents asked for increased communication from the school. Parent phone calls and emails using school messenger ineffective.

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. Childcare - many of our parents have younger children
2. Transportation - not all parents have access to a private vehicle to attend meetings
3. Communication - we rely on email and phone calls to inform parents but this information is not always up to date
4. Parent Work Schedules - many parents work afternoon and evening jobs
5. Conflicting Events - athletic, faith-based and community events often occur on same night at Title 1 event

(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)	Childcare	We will provide childcare and communicate that we have it.
2)	Transportation	We will provide bus vouchers and will communicate that we have them.
3)	Communication	We will leverage school website and social media platforms.

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?

Due to the ongoing nature of the COVID pandemic, our overarching outcome is to see an increase in parent involvement with student academics and school related meetings by leveraging technology. Utilizing popular social media and Microsoft 360, the school is positioned to reach at least 50% of its stakeholders in an effective, ongoing way with current events at the school.

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?

- We will live stream meetings so that parents can access from home/work
- We will provide recordings of our meetings via social media sites & school website
- We will create chat/messenger boards where parents can ask questions before, during and after meetings

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?

- Social media
- School website
- School Teams pages via Microsoft 360

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

- 4 students speak Spanish
- 2 students speak Haitian-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) We will utilize social media, school website, School Microsoft Teams sites and flyers.
- (2) School counselors will provide translated information to these 6 students.
- (3) We will utilize social media, school website, School Microsoft Teams sites and flyers.

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) Utilizing Title 1 events throughout the year including Orientation, Open House, Title 1 parent night etc.
- (2) Via Title 1 parent night in September.
- (3) Utilizing Title 1 events throughout the year including Orientation, Open House, Title 1 parent night etc.
- (4) School counselors will provide translated information to these 6 students.

(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) PTSA, SAC, Magnet Academy Advisory Boards & Ambassadors 4 Jackson, Inc.
- (2) We will utilize social media, school website, School Microsoft Teams sites and flyers.

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]

They will be provided contact information for the Title 1 Office and asked to submit comments if plan is not satisfactory to them.

(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) Utilizing Title 1 events throughout the year including Orientation, Open House, Title 1 parent night etc.
- (2) School counselors will provide translated information to these 6 students.

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)].

Parents are asked to participate in monthly meetings for PTSA, SAC, Magnet Academy Advisory Boards & Ambassadors 4 Jackson, Inc. All of these school-related organizations allow parents to plan, review and improve Title 1 programs at AJHS.

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 - Utilizing DCPS approved busing and/or public transportation passes provided.
- Childcare - Utilizing paid child care at onsite Title 1 events.
- Home Visits - Through a combined effort by Administrators, School Leadership Team members, School Counselors, SRO, CIS liaison etc.
- Additional Services to remove barriers to encourage event attendance - By encouraging (via technology & print methods) parents with unique barriers to reach out to us directly.

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>Parents will be able to provide this input at our initial September meeting.</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>School counseling meeting notes, receipts from purchases, payments for child care, email correspondence, and School Communication Log from phone calls document these items.</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 checked="" type="checkbox"/> AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input checked="" type="checkbox"/> Other _Live Stream Recording with open Chat/Messenger function_____</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: Establish a meeting date & time & promote using technology, print & phone</u> 2. <u>Step 2: Provide an Agenda via Social Media, website & Teams with request for prior feedback</u> 3. <u>Step 3: Provide a PPT of the Meeting in advance via Social Media, website & Teams with request for parents to ask questions in advance via Chat function</u> 4. <u>Step 4: Facilitate the meeting with Live Stream component</u> 5. <u>Step 5: Provide recording of meeting</u> 6. <u>Step 6: Promote recording using technology, print & phone asking for feedback</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.

We will be discussing:

- Parent Involvement
- Magnet Program development (college & career readiness)
- Supporting student learning while working virtually

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) Current/Projected Grade Categories
- (2) Magnet Program
- (3) PowerPoint on Federal Programs

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?

Through flyers and parent messenger system.

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: SWOT analysis/activity about Parent & Family Engagement

Step 2: Identify barriers

Step 3: Prioritize barriers to eliminate

Step 4: Allow parents to provide potential solutions to eliminate barriers for next school year

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?

- Recognizing that the technology parents & stakeholders most readily use can be leveraged to improve communication
- When on campus events are again permitted post-pandemic, ensure that we leverage all communication avenues in advance to increase parent awareness

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

- Recognizing that the technology parents & stakeholders most readily use can be leveraged to improve communication
- Leveraging of business & faith-based community to provide additional volunteers, tutors & mentors on campus
- Creation/founding of Ambassadors 4 Jackson organization committed to the improvement of AJHS

(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) Resource Room is established and ready to be used as a resource to support families
- (2) Advertised at the entrance of the school, website & other technologies
- (3) Student and community engagement programs present beginning with orientations

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?

- ACT/SAT college and career-readiness materials, as well as applicable industry certifications online curriculum
- These items will be reviewed during Title 1 parent night & in an ongoing way throughout the year

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)	Assistant Principal Mike Townsend	We will be discussing: Parent Involvement, Magnet Program development (college & career readiness), Supporting students learning while working virtually	September 2020	Parent sign-in, Print out of online Chat board for questions
Magnet Showcase	Assistant Principal Mike Townsend; Lead Magnet Teachers	Magnet Program development (college & career readiness)	November 2020	Parent sign-in, Print out of online Chat board for questions
Promotion-Graduation Meeting	School Counselor Sabrina Stargill	Graduation readiness & promotion information	January 2021	Parent sign-in, Print out of online Chat board for questions
Spring Testing Meeting	Assistant Principal Jay Stuckey; Testing Chair Sharmariton Ashley	FSA & EOC testing information, strategies, tutoring and student supports	March 2021	Parent sign-in, Print out of online Chat board for questions

Title I Developmental Meeting (required)	Principal Truitte Moreland	Step 1: SWOT analysis/activity about Parent & Family Engagement Step 2: Identify barriers Step 3: Prioritize barriers to eliminate Step 4: Allow parents to provide potential solutions to eliminate barriers for next school year	May 2021	Parent sign-in, Print out of online Chat board for questions

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?

A copy of the Parent Compact will be developed and uploaded with this document

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

Principal will leverage technology, school messenger & flyers to engage parents in conferences concerning Parent Compact.

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.

1. Notification concerning out-of-field teachers will be sent home two times during the school year corresponding with FTE Survey 2 & 3.
2. Parents will be provided information on teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

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>
Helping Parents Support their Student Working Virtually	Lozano & Master Teachers	Should increase the number of completed student activities in virtual learning	Aug 2019	Sign-in sheets, Teacher feedback
Earning the Right to Be Heard	Townsend	Improved teacher-parent communication throughout the year should further result in students improved grades and mastery on standards	Aug 2019	Sign-in sheets, Teacher feedback

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	Some funds will be used to ensure that all children with disabilities have available to them a free appropriate education that emphasizes special education and related services designed to meet their unique needs and prepare them for college and career readiness.
<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.	School and mental health counselors are committed to the emotional, behavioral and overall mental wellness of our students.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Activities Director Ms. Saners has items to donate to out homeless student population. She will be supported in this work by our CIS Liaison Mrs. Primus.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	SAI funds will be utilized to provide supplemental materials in Parent Resource Center. They will also be utilized to provide tutoring to our students that need support.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	Professional Development will be administered through PLC's and Early Release training.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Funds will be utilized to provide targeted PD for teachers supporting our ELLs.

Schools may add lines as needed.