

# Title I, Part A

## *Southside Elementary School*



## Family Engagement Plan

School Name: Southside Elementary	School #: 04-0081
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Principal Name: Emilee Mecusker

Assistant Principal: Wendi Adkison

School Website: [www.bradfordschools.org/Schools/Southside](http://www.bradfordschools.org/Schools/Southside)

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# OVERVIEW

The Bradford County Public School District Local Education 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, Emilee Mecusker, 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.

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|---|--|
| ✓ | 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 schoolwide 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.

**Emilee Mecusker**

Signature of Principal/School Administrator

**10/5/20**

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
2459.95	2210.09	249.86
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	Comments (include inventory that was not returned or any other information pertaining to parent involvement resource room)
Southside Elementary has no Parent Resource Room.	N/A	
Summary of Parent Engagement Events from the 2019-2020 Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness
Annual Title 1 Meeting & Meet and Greet	N/A	Due to Covid-19, our Meet and Greet for the 20-21 school year had to be virtual.

Open House	N/A	Virtual this year.
Dads Bring Children to School	N/A	Videos posted in Class Dojo by teachers showing what a day at school looks like for our scholars.
Fall Book Bingo/Fall Festival	N/A	Due to Covid19, we are not having a fall festival this year. .
Eureka Math Night	20	We will hopefully be able to hold this in the Spring, if not we will plan something virtual.
FSA Parent Night	90	Presentation of FSA style questions to parents, study tips, and reducing anxiety.
Spring Book Bingo	0	Not scheduled at this time due to Covid 19
Faculty/Developmental Meeting	50	Feedback on the Compact and 2020-2021 planning. District decision to add two additional schools to Title 1 funding resulting in personnel decisions to be prioritized based on services to meet the needs of students.

*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 during the previous year (not applicable to new Title I, Part A schools).**

Based on the results of feedback collected following each event and through the School Climate Survey, parents believe they are welcome and safe at SSE. They also believe our faculty and staff believe their child can learn. They believe cultural diversity is respected.

### **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. Parents work long hours. Some begin work early, others end work late.
2. Parents from low socio-economic levels are often uncomfortable in a school setting.
3. Limited financial resources which results in prioritization of financial expenditures. While most families have a vehicle, the cost of gasoline (transportation) causes them to determine the necessity of the trip.

**(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (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)).**

1. Barrier 1 – Serve refreshments or light snacks to encourage participation.
2. Barrier 2 – Offer various times for events. Send important communications via FaceBook.
3. Barrier 3 – Use DoJo, FaceBook and FOCUS Parent Portal, agendas, personal phone calls, sign out front, Tuesday Folder to push the invites and important information out to parents.

**What are the overarching outcomes/goals for the current school year for parent and family engagement?**

Our school and district believe that a quality relationship between home and school is vital to a student's motivation, achievement, and well-being, and is committed to developing strong family partnerships that are supportive, informed, and effective.

An overall goal is to increase the number of students with verified FOCUS Parent Portal accounts which allow parents to monitor grades, attendance, and discipline of their students. In addition, the FOCUS Parent Portal allows for open communication between the school and home through robo calls and emails to parents.

The baseline of active accounts on September 1, 2018 was 128 out of 581 (22%). On October 17, 2019 164 parents held verified parent accounts. 220 out of 353 (62%) of students had a verified FOCUS Parent Portal account on October 5, 2020. By the end of the 2020-21 school year, 275 parents will have verified FOCUS Parent Portal accounts.



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 21<sup>st</sup> 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. How will barriers be removed to ensure parents/guardians/family units are a part of their child’s education?**

A variety of parental involvement activities at a variety of times during the day will be planned to ensure that each parent has ample opportunity to participate. Multiple sources will be used to communicate events for parents to be involved in. Migrant partnership with Alachua County provides support and interpreters for migrant students with adequate scheduling. The Title 3 district office will provide information in other languages as needed. The ESE department provides support for needs related to students with disabilities to ensure that all students and parents can participate.

**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?**

English is the primary language spoken by parents and families at Southside Elementary School. In the event a non-English speaking child were to enroll, the district ELL contact will support formatting communications in languages that the parents and families can understand. The parents of the students with a primary language of Spanish do speak, read, and write English, therefore, we are able to effectively communicate. Teachers are trained in ESOL strategies.

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

English is the primary language spoken by SSE students, parents and families at our school. We have one different language represented at our school: 3 Spanish.

## **COMMUNICATION**

**(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.**

- (1) The Title 1 Annual Meeting will be held in conjunction with the virtual Meet and Greet prior to the start of school. Parents will be made aware that we receive Title 1 funds which are used to secure four paraprofessionals and a teacher.
- (2) An information letter about Title 1, Part A as well as the Parents Right to Know is sent home during the first semester of school.
- (3) The Title 1, Part A plan will be available thru the Bradford County School District website.
- (4) Parents will be made aware of site specific events and/or district events thru a flyer sent home via backpacks, a Smores Newsletter and FaceBook posts.

**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?**

- (1) A Parent Report of FSA scores will be sent home via backpack distribution.
- (2) A summary of curriculum will be included in a fall School Newsletter or Grade Level/Department Newsletter.
- (3) The Reading Deficiency Letter will be sent home to all identified K-5 below-level students around the time of the posting of the first report card in October.
- (4) STAR/STAR Early Literacy Reports outlining the present level of performance of the child in reading as well as the target for growth will be distributed three times annually.
- (5) EUREKA math Parent Tips information sheets are posted on the district website.
- (6) iReady performance reports explaining the level of their child's performance in math/reading as well as the growth target by year end are shared with the first report card in October.

**(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) Our School Advisory Council composed of teachers, staff and parents will work with the principal to make informed decisions.
- (2) An open invitation inviting parents to participate in the School Advisory Council is announced during the annual Meet and Greet event as well as in the September school newsletter.
- (3) PTO meets quarterly to plan events in collaboration with school leaders.

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

The school will refer parent concerns that cannot be resolved at the school level to the BCS District Director and/or Elementary Coordinator of Teaching, Learning & Curriculum. Parents will be contacted by phone and offered a face to face meeting if their concerns about the implementation of the Title 1 school-wide plan cannot be resolved by phone.

The Superintendent, Director of Teaching, Learning & Curriculum, and Elementary Coordinator of Teaching, Learning & Curriculum have an open door policy and will work with parents to address their specific concerns.

**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).**

A copy of this plan will be printed and placed in a bright green notebook in the receptionist's area. Parents will be notified about the availability of the plan in a fall school newsletter. Parents will be able to read the plan when visiting the school.

The TIPA Parent & Family Engagement Plan will be linked on the District/School website.

# 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)].**

The School Advisory Council meetings will include an agenda item to review, plan, and improve the schoolwide Title 1 program.

Through the Comprehensive Needs Assessment/Development Meeting, recommendations from the SAC or PTO will be included in the annual Title 1 Plan which also involves how the budgeted funds are used.

**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)]**

- Childcare - Children are welcome in all meetings. Many will be held virtually.
- Home Visits - Home visits are made for those parents whose children have ongoing truancy issues so barriers can be overcome with collaborative problem-solving. SRD completes this task as part of our attendance team.
- Positive home visits/phone calls by administrators and school leaders to recognize academic achievement

## 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)]**

A feedback form at the conclusion of each Parent and Family Engagement Event allowed participants to reflect on best times for meetings/events. This information along with the School Climate Survey was considered in establishing best times.

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

Feedback results and School Climate Survey results.

**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
- ☐ AM & PM Sessions (Same content to appeal to more parents)
- ☐ 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. Late July: Principal met with District Title 1 Director to outline specific information to be shared.
2. Fall: Virtual meeting.

**Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting.**

The schoolwide TIPA budget met with a significant reduction from prior years as two large secondary schools were included in the District TIPA plan in 2018-2019. Events chosen will include students and parents together in academic, social and behavioral opportunities.

**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.**

The Annual Meeting provides a venue to evaluate the outcomes of our previous school year, aka, "C" School Grade, extended school day with 60 additional minutes of reading which will continue due to COVID impact on spring 2020 data. Subgroup breakdowns are included in a fall School Newsletter as well as information on Step Up for Students opportunities. The verbal announcement of the parent's rights under TIPA are followed up by a backpack letter within the first semester of school.

**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?**

85% of Bradford parents responded that they have Internet access in spring 2019. 100% of students at SSE have phone numbers assigned to their FOCUS account. FaceBook and digital newsletters communicate with parents about events, academics, behavior, and announcements of general interest to the school.

In addition, paper backpack flyers are sent home in student backpacks weekly, a Quarterly School Newsletter distributed digitally, and information flyers posted in the front reception area of the school.

## **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 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.**

In late April/early May, SSE's final School Advisory Council meeting will provide a review of Parent and Family Engagement activities conducted throughout the year. Feedback responses collected throughout the year post events and feedback from the School Climate Survey will be reviewed.

Student progress to date will be discussed, however, no end of year data will be available until late May/early June at which time a depth of analysis on student achievement may redirect plans for the 2021-2022 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?**

Pending phase III reopening and district reopening directives, formatted in a family friendly venue, SSE will provide events to help parents understand math and reading standards based on the grade level Florida Standards of their child. Information will be shared on the performance level in math and reading based on baseline data and progress monitoring in printed reports and face to face/virtual conferences. Opening access through technology into iReady reading intervention program for home use will further equip parents with tools to help their child learn.

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

The Bradford County Education Foundation (BCEF) is a strong community partner supporting reading through support of the LLI materials.

The BCEF continues to support family literacy by donating a \$6 Book Fair coupon for each student to select a book during the school's event.

Kiwanis Club of Starke sponsors the Terrific Kid program which brings families to school to celebrate the social-emotional and academic success of their child.

Altrusa International has partnered with SSE for a primary reading grant.

An active PTO of involved parents and community members work together to sponsor family events bringing all to school.

Back to School supplies are donated annually by community churches and other community members.

During Literacy Week, community members read to our scholars. We invite Deputies, School Board Members, District employees and parents.



**(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.**

There is no plan to implement a 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?**

Funding limits what we can do to attract parents. For 2020-21, no additional resources and materials beyond those previously mentioned are included.

## 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	Measurable Anticipated Impact on Student Achievement	Month Activity will take Place	Evidence of Effectiveness	Budget (if applicable)
Title I Annual Meeting (required)		Positive Family Feedback	August	Sign In Sheets	PTO to cover costs
Meet & Greet	Mecusker	Families will connect with school.	August	Sign In Sheets	200

Dads Bring Your Child to School Day	Adkison	N/A - virtual tour of school	September	Feedback from attendees	N/A
Veteran's Day Program (Pending Phase III Reopening Guidance)	Alvarez		November		
Winter Wonderland (Book Bingo) (Pending Phase III Reopening Guidance)	N/A	PTO/SSE Staff	December	Feedback from attendees/EOY Survey	PTO will cover cost/Title I funds for books
Scoring Big on the FSA! (District event)	District Team		Pending Reopening Plan	Feedback from attendees /EOY Survey	0
President's Night (Pending Phase III Reopening Guidance)		Students have a chance to show what they have learned and present to their families.	February	Feedback from attendees/EOY Survey	150.00
Bring Your Parent to PE Week (Pending Phase III Reopening Guidance)	Coach	Parents will be exposed to Florida Physical Education Standards	Pending Reopening Plan	Feedback from attendees/EOY Survey	150.00
Kindergarten Round-Up		Registration for upcoming kindergarten students may tour the school.	April-May	Feedback from attendees/EOY Survey	50.00
Muffins for Mom	Adkison		May		

Title I Developmental Meeting (required)		Community and Teachers connect.	Late April/Early May	Feedback from attendees /EOY Survey	N/A
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*Schools may add or remove rows as needed.*

## **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...**

**...the assistance of parents and families and in the value of their contributions.**

During the first semester, a member of the district Title 1 Team will provide a presentation for the school's staff including the teachers, support personnel, and administration on how to support parents remotely.

PBIS Schoolwide Expectations and monthly character traits will be shared with parents promoting their support.

**...how to reach out to, communicate with, and work with parents and families as equal partners.**

During the first semester, a member of the district Title 1 Team will provide a presentation for the school's staff including the teachers, support personnel, and administration on how to support parents remotely.

**...implementing and coordinating parent and family programs and building ties between parents and families and the school.**

During the first semester, a member of the district Title 1 Team will provide a presentation for the school's staff including the teachers, support personnel, and administration on implementing and coordinating parent and family programs and building ties between parents and families and the school.

**(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?**

The Parent Training at the school site will be offered virtually in the first semester, 2020 and will be documented by a Google Forms log in sheet.

## 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"/>	<b>IDEA</b> - The Individuals with Disabilities Education Improvement Act	Supplemental instructional support provided by Title 1 will be discussed with parents during the development of the student's IEP.
<input checked="" type="checkbox"/>	<b>VPK</b> - Voluntary Pre-Kindergarten	On-going coordination of transition for PreK to K between Title 1 as VPK students are part of our enrollment. All communication regarding family engagement events include PreK.
<input type="checkbox"/>	<b>Title I, Part D</b> – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input checked="" type="checkbox"/>	<b>Title IX, Part A</b> - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	A designated homeless contact is available to work with parents and students.
<input checked="" type="checkbox"/>	<b>SAI</b> - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	The Director of Finance distributes SAI funds across all schools to meet needs.
<input checked="" type="checkbox"/>	<b>Title II, Part A</b> – Supporting Effective Instruction through professional development targeted to administrators and teachers.	Funds from TIPA and T2PA are pooled to provide professional development targeted to teachers and administrators.
<input type="checkbox"/>	<b>Title III, Part A</b> – Helping English Language Learners achieve English proficiency	There are no funds from Title 111, however, the district ELL contact will provide services as needed and requested for ELL students.

