

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



School Name: Mt. Herman ESC

School #: 164

Principal Name: [Tina Wilson]

School Website: [<https://dcps.duvalschools.org/mhesc>]



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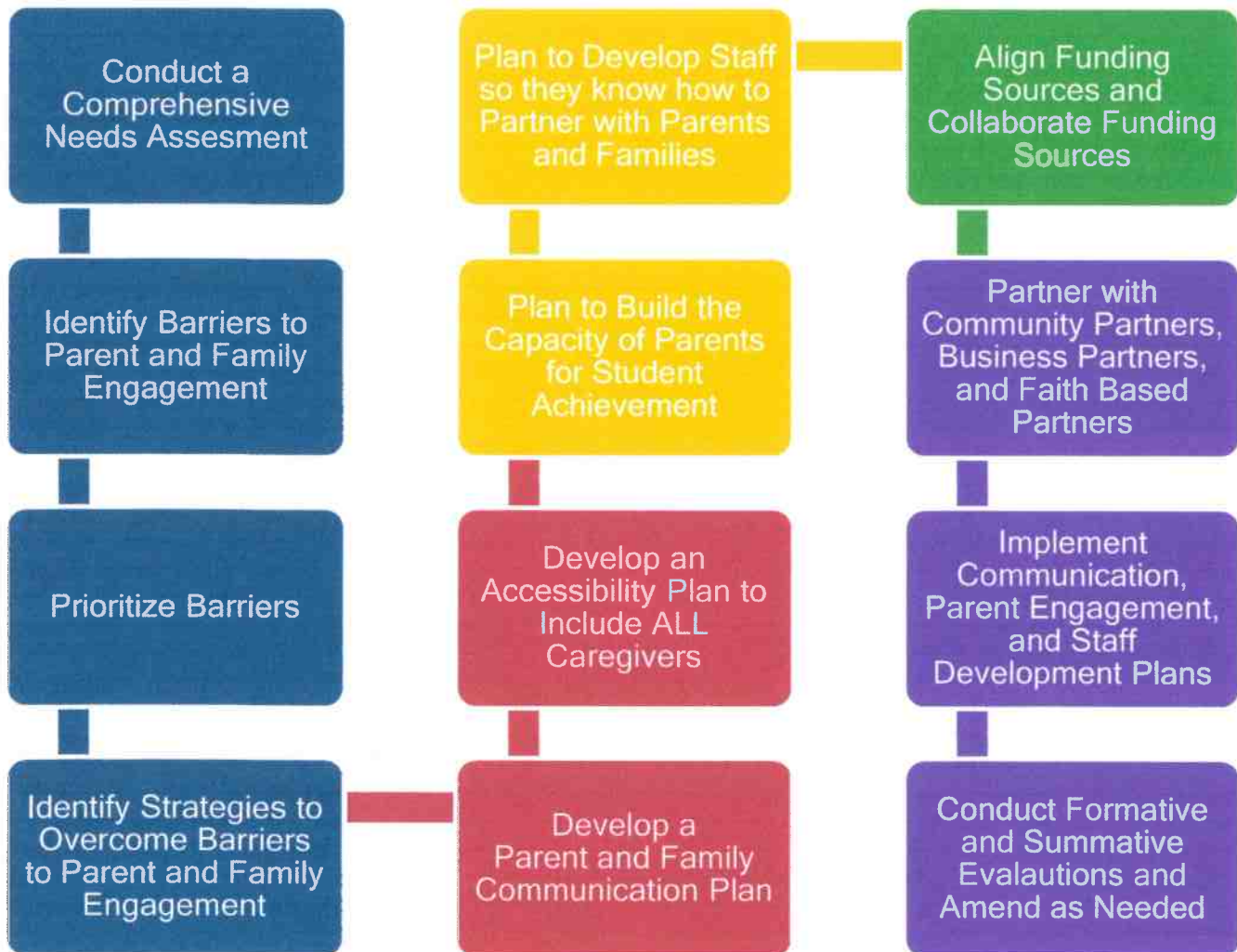
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OVERVIEW

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, Tina Wilson, 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 |
|--|----------------------|-----------------------|
| \$ 3000.00 | \$ 2681.82 | \$318.18 |
| 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 | | |
| There were funds remaining because one of our events was unable to be re-scheduled due to the COVID-19 closure and because other events came in just under budget. Next year, we plan to review the budget quarterly and to have all funds expended by the first week in March 2021. | | |

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) |
| 10 | 0 | To advertise the room more, by featuring it in: flyers that are sent home, the Parent Monthly Newsletter and Kaymbu updates. |
| Summary of Parent Engagement Events from the Previous Year | | |
| Name of Activity | Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance) | Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.) |
| Annual Meeting (Beginning of Year) | 28 | Feedback from the Evaluation Forms: "Good work." Very helpful. |

| | | |
|--|----|--|
| Developmental Meeting (End of Year) | 23 | Feedback from the Evaluation Forms: "Good Job." "Thanks for sharing." |
| | | |
| Adapt-A-Book Training | 4 | Feedback from Evaluation Forms: "Wonderful!" "Very informative." |
| Special Olympics | 24 | Parents celebrated/cried when their children completed events with their help. |
| Basic IEP Training | 5 | Parents were empowered to aid in the writing of their child's IEP. |
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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 preferred hard copies of communication to be sent home (PFEP).
- Parents preferred trainings during school hours.
- Suggested training for staff on professionalism and empathy.
- Parents would like to tour care facilities for students who age-out at 22yrs.

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. Barrier 1: The lack of having family owned transportation prevented parental involvement in some PFEP activities.
2. Barrier 2: The lack of child care during school hours prevented parental involvement in some PFEP activities.
3. Barrier 3: The fact the English is not the family's primary spoken language prevented parental involvement in some PFEP activities.
4. Barrier 4: The fact the English is not the family's primary written language prevented parental involvement in some PFEP activities.
5. Barrier 5

(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) | Transportation | Transport services will be provided via JTA Bus Passes. |
| 2) | Child Care | Child care will be provided via in-house services. |
| 3) | Language | Translator will be provided for via District personnel. |

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?

To increase the number of parent/guardian participation in the education of our students.

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?

Barriers, that prevent parent participation in a child's education, will be removed in a variety of ways. As it relates to transportation, JTA Bus Passes will be made available to parents. As it relates to child care, on campus child care will be provided during events, activities and meetings. Finally, barriers that pertain to communication will be alleviated by providing translators and/or written notices in a student's primary language.

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?

Parent communication will be sent home in the student's native language. Other languages are available upon request.

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

English and Spanish

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) Information concerning Title I programs and activities will be communicated via Kaymbu, flyers, emails and telephone calls.
- (2) Communications will be translated in to other languages upon request.
- (3) Computers, telephones, flyers, Kaymbu

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) Open forum with parents, Word documents sent home, Power Point Presentations
- (2) Teacher created tests, ULS Assessments, FSAA
- (3) IEP Team, FSAA
- (4) All forms of communication will be translated upon request.

(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) Parental input helps us to determine the workshops that we offer.
- (2) **Flyers**, letter, emails, post cards

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]

- Comments can be submitted via the Parent Liaison
- Comments can be submitted via the Parent Kiosk to send an email
- Provide them with the telephone number to the Title 1 Office

(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) It will be included in the Student Handbook, the Parent Handbook, a copy will be maintained in the PFEP Folder in the PFEP Area and it will be included under the Parent Tab on the school's website.

(2) All information will be translated upon request.

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)].

We have found that more parents are involved in Title I decision-making process when we combine our meetings with popular school activities and events. Therefore, we include our announcements and hold our meetings in tandem with other meetings and events (SAC, School Opening, Special Olympics, etc.).

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 - JTA Bus Passes
- Childcare - In-house Child Care
- Home Visits -
- Additional Services to remove barriers to encourage event attendance - provide a translator at meetings.

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)]

- Paperback copies went home to be completed and returned
- Survey Monkey was set up via the parent Kiosk Parent Engagement forms

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

Parent engagement forms were sent home and completed.

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

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

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

1. Step 1: Written notifications sent home
2. Step 2: School Messenger
3. Step 3: Kaymbu
4. Step 4: Flyers
5. Step 5: School Website
6. Step 6: Facebook
7. And so, on as needed....

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.

Areas of Focus: Student Achievement, Parental Involvement, Quality Teaching and Supplemental Services.

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) Elementary, Middle and High School students will draw data from District Assessments, ULS and FSAA Testing.

(2) All of our students at Mt. Herman Exceptional Student Center come to us via the Placement Office.

(3) Parents are involved in the Developmental Meetings, PFEP Plans and the Annual Review.

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?

Memos will be sent home via the "Home-School" notebooks, School Messenger and Kaymbu services will be utilized.

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: Surveys will be sent out to assist in creating an agenda.

Step 2: Notices will be sent out to advertise the meeting

Step 3: A powerpoint will be used to deliver the information

Step 4: Evaluation forms will be completed and analyzed to determine next steps.

Step 5: Results will be shared.

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?

Parental activities, workshops and training sessions will be planned that augment the school-home educational relationship. We have strategically picked dates that do not conflict with dates of other major events. During the Developmental Meeting, parents suggested workshops that they were interested in and we are prepared to offer that service to them.

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

We will partner with vendors and sponsor workshops that specialize in our area of need. Also, we will partner with the Jax Library to offer reading enrichment opportunities.

(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) Make the PFEP Area easily accessible and highly visible.
 (2) Flyers in the Front Office, Arrows pointing to the area and memos sent home to advertise the PFEP Area.
 (3) The staff is available to direct, assist with navigating the technology and offer assistance with checking out items.

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?

Read-A-Long books are available for checkout and workshops are planned that offer assistive technology for parents to take home to assist their children in reading comprehension.

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 |
|---|----------------------------|---|------------------------------------|---|
| <i>Example: FASFA and Scholarship Writing Night</i> | <i>Principal Brad Pitt</i> | <i>Parents will learn:</i> 1. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child need for admission</i> 3. <i>How to use OneDrive and Focus to keep up on graduation indicators</i> 4. <i>About the most popular scholarship websites and tips for receiving funding</i> | <i>October 2020, February 2021</i> | <i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i> |
| Title I Annual Meeting (required) | Joseph McDomick | Parents will gain a better understanding of how to support the teacher's instruction at home, thereby, increasing the opportunity for academic progress on the FSAA. | September 2020 | Workshop Evaluation Form, Feedback, Survey In case of school closure, items will be provided electronically. |

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|--|-----------------|---|---------------|---|
| Title I Developmental Meeting (required) | Joseph McDomick | Parents will have the opportunity to evaluate the progress of the previous academic year and give suggestions for what they would like to see in the upcoming year. | March 2021 | Workshop Evaluation Forms, Feedback, Surveys |
| Mid-Year Stakeholders Meeting | Joseph McDomick | Opportunity to share the progress of meeting the schoolwide goals. Also, a time to make adjustments to the calendar of events. | January 2021 | Workshop Evaluation Forms, Feedback and Surveys |
| Parent Workshop to Augment Student Comprehension | Matthew Take | Workshop to assist parents in navigating the ESE world of Assistive Technology | November 2020 | Workshop Evaluation Forms, Feedback and Surveys |
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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?

Signed copies of the compact will be kept at the school and they will be referred to during conferences and parental meetings (to include IEP meetings).

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

Mt. Herman Exceptional Student Center is considered a secondary school, therefore, parent conferences are not required. Nevertheless, a flyer will be sent home along with the School-Parent Compact advertising a reward to all students that return them.

INSTRUCTIONAL STAFF

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

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

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

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

We send out notifications (on school letterhead) to parents during the first and second semesters informing them of the status of their child's teacher. These time periods coincide with the FTE Survey weeks and we are required to send written notifications to parents/guardians with copies sent to the Certification Office.

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> |
| Systemic Instruction for Students with Moderate and Severe Disabilities | Wilson, Take, Howard, McDomick, Johnston, Hisole | Improved ability for staff to work with ESE students | August 2020 | Sign-In sheets, Evaluation forms, Walkthroughs |
| Calm Classroom | Wilson, McDomick | Improved ability for staff to maintain a calm classroom environment | August 2020 | Sign-In sheets, Evaluation forms, Walkthroughs |
| Kaymbu | Wilson | Adding Daily Notes to the Communication platform | Sept 2020 | Sign-In sheets, Evaluation forms, Walkthroughs |
| Teacher Led PLC | Teachers | Strategies for Effective Parent Communications | October 2020 | |
| | | | | |

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 | The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies and opportunities to fully engage in students' academic experiences and home life. IDEA provides additional funding for staff such as CSS site coaches, Job Developers and paraprofessionals to support students and parents in meeting academic, social and behavioral, life and job skills. Title I provides additional opportunities for staff to engage and educate parents and families. |
| <input type="checkbox"/> | VPK - Voluntary Pre-Kindergarten | |
| <input type="checkbox"/> | Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. | |
| <input type="checkbox"/> | Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | |
| <input type="checkbox"/> | SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | |
| <input type="checkbox"/> | Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers. | |

| | | |
|--------------------------|--|--|
| <input type="checkbox"/> | Title III, Part A - Helping English Language Learners achieve English proficiency | |
|--------------------------|--|--|

Schools may add lines as needed.