

## CITRUS ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Jon Teske, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

### Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, 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 parental involvement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent 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 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 highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].



Signature of Principal or Designee

Oct-4, 2016

Date Signed

## Mission Statement

### Parental Involvement Mission Statement (Optional)

#### **Response:**

**MISSION:** The mission of Citrus Elementary is to foster a growth mind set among all members of our school community, implement literacy into all academic areas to ensure mastery, while promoting the social and emotional well-being of the child.

**VISION:** To educate all students for college or career readiness, empowering them to be proficient, independent critical thinkers, and contributing citizens in the global society of the 21st century.

---

## Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response:** Citrus Elementary will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used through:

- \* Title I Annual Meeting
- \* SAC Team
- \* School survey
- \* PTA meetings
- \* Grade level Parent Information Nights
- \* Use of marquee
- \* School Website and online calendar
- \* School App
- \* Principal and Teacher Newsletters
- \* School Messenger
- \* Text Messaging

Citrus Elementary, as a school wide Title I program, receives ongoing support and technical assistance (beginning in July) designed to assist them in the development of effective parent involvement activities. Regular technical assistance meetings are provided to the principal and leadership team to review student achievement data and to assist school-based staff develop and implement all components of the required plans. These include but are not limited to: State and regional parent involvement forums/conferences/TA meetings.



Coordination and technical assistance is provided via a variety of ways including on-site training, phone calls, emails, site visits, and staff development for staff.

Title I Program staff provide training and present parent involvement information at faculty meetings upon request.

The district Title I Office provides technical assistance and support to Citrus Elementary regarding the development of their school-level PIP. The district Title I coordinator, project specialist, Title I resource teacher and parent involvement specialist meet with the Title I leadership team to review the PIP to ensure that all requirements of Section 1118 [34 CFR 200.30(e)] are met.

Title I staff review the agendas of school-level parent involvement meetings and activities to assist schools in ensuring that the activities are effective and designed to promote student achievement. Bilingual Title I staff, when feasible, facilitate parent involvement trainings and meetings to ensure that parents whose heritage language is not English, may participate fully in meaningful opportunities to become more involved in the education of their child.

Specific actions the LEA will take to provide coordination, technical assistance, and other support to assist Citrus Elementary as a Title I, Part A school in planning and implementing effective parental involvement activities to improve student academic achievement and school performance is detailed below:

Technical assistance meetings are provided at Citrus Elementary throughout the school year for all Title I Administration and School Leadership Teams (SLT) to support schools in their review of current FCAT Science, Florida Standards Assessments, ACCESS 2.0 and other local data and the development, implementation, and review of their Title I Parent Involvement Plan and SIP.

The LEA provides technical assistance and collaboration with school leadership team representatives (via meetings, e-mails, and phone calls) to ensure NCLB parent involvement requirements for district and schools are met for the School Improvement Plan, Parent Involvement Plan, and School Parent Compacts.

The District Title I Team, in consultation and coordination with the school based leadership teams and the Professional Development Department, recommend district training and professional development for principals and associated staff on interpretation and implementation of current legislation. Additionally, the Title I team provide opportunities for guest speakers and family involvement presentations upon request.

District staff provides the School Family Partnership and Cultural Competencies trainings for school staff members to enhance their abilities to engage families in the education of their child.

Citrus Elementary's Title I Parent Involvement Plan ensures that activities provide meaningful opportunities for parents to gain the needed skills and/or knowledge to become more involved in their child's education.

The District Title I staff regularly participate in regional East Coast Technical Assistance Center (ECTAC) family involvement team meetings and through this process is kept abreast of the most current research based findings and programs for family involvement. The leadership meetings serve as the main forum for sharing and disseminating ECTAC and FLDOE information; however, the District Title I staff share information through informal means as well and are available (to schools) for consultation and assistance as requested.

Parents, parent involvement school representatives, principals, and teachers are invited to attend Regional, District, and State sponsored training sessions, workshops, and conferences designed to support parent involvement and strengthen student academic achievement.

The LEA shares information with Citrus Elementary regarding all available parent

involvement/family engagement workshops and trainings as the information becomes available.

The school must submit to the Title I office each semester a Parent Involvement Activity Plan/Calendar. The Parent Involvement Plan serves as a school /parent activities tracking form. Additionally, the LEA requires sample copies of flyers, agendas, and sign-in sheets for all parent involvement activities (e.g., Orientation, Open House, FSA Nights, Book Fairs, Family Nights focusing on Math, Science and/or Reading).

The Title I leadership team solicits recommendations, ideas and suggestions on parent involvement activities from parents and school staff throughout the school year.

The LEA and school site funds opportunities for guest speakers to provide parent involvement workshops and trainings, and to purchase researched based books and materials on parent Involvement for Title I Schools to support parent assistance with the curriculum (i.e. math manipulatives, bi-lingual materials, books, etc.).

The District Title I staff provides technical assistance in the effective use of a Parent Resource Room at Citrus Elementary.

The Title I school social worker/parent specialist/student support specialist and other Citrus team members facilitate the access to community resources needed to support the engagement of families. Services include but are not limited to providing and assisting with uniforms, clothing, shoes, food, housing assistance, shelter, transportation, counseling and crisis intervention.

---

## Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Title II	Title II provides schools with supplemental funding to support the professional development needs of staff. Funds are used to support attendance at local and state conferences and pay for consultants related to strategies to support student achievement and facilitate effective family engagement opportunities.
2	Title III	Title III funds are used to support professional development activities and staff that strengthen students' academic achievement in English Language Acquisition and focus on strategies that help parents of English Language Learners participate in their child's education.
3	Title I Part C	Migrant staff will support family engagement by facilitating home-school communication, conducting parent involvement meetings, serving as a liaison between home and community resources, and monitoring student academic achievement.
4	Title X	Homeless program staff work closely with the Title I Office to coordinate services for homeless students. Activities may include: coordinated meetings with parents, meetings with Title I and Homeless education program staff to discuss the barriers to success of homeless students.
5	VPK	Title I Part A supplements the funding of the district's VPK program. The Title I and VPK office work together to coordinate appropriate early childhood programs and



		transition programs for pre-K students who will enter kindergarten. Activities may include Kindergarten roundup meetings, parent meetings, and literacy nights. Title I teachers coordinate with VPK teachers to discuss specific learning needs and referrals. In addition, the Title I Program supports a summer learning opportunity for students who completed VPK and will enter Kindergarten at a Title I school in the Fall. This summer program helps to reduce the potential of "summer slide" for the VPK completers.
6	Adult Education	Adult Education services are communicated to parents, as needed.
7	The Learning Alliance	The Learning Alliance (TLA) support the District's Moonshot Moment goal to have 90% of all children reading on grade level by the end of third grade in 2018! The Learning Alliance initiated a "Moonshot Moment Book Drop Off/Book Mobile" Program to supply students who attend a Title I school appropriate books to support parents and students at home. The Learning Alliance assists parents in preparing their children to be "Ready for Kindergarten" and offers extended learning opportunities throughout the district.
8	Education Foundation	The Education Foundation of Indian River County's mission is to enrich and enhance educational opportunities. Through the generosity of community partners such as Impact 100, Bank of America, The Community Foundation, The John's Community Service League, The John's Island Foundation, Motorola, AT&T, Toyota of Vero Beach, School District Education Foundation Matching Grant Program (from the Florida Legislature), Indian River Lawyers Auxiliary and a Business Partnership with Piper Aircraft, they have been able to help the Indian River School District achieve BIG Dreams. Some projects include: STEP into Kindergarten, Sneaker Exchange; School Supplies.
9	Publix	Parent-Student Involvement that encourages implementation of math and reading in daily real world routines/ experiences.
10	Rotary Club	Volunteers read to students twice weekly before school. Volunteers will also establish a mentoring program for students.
11	Big Brothers & Big Sisters	Mentors students to help them develop supportive relationships with positive role models and achieve success in school, help them avoid risky behaviors, and help them improve their self-confidence.
12	Youth Guidance	Enriches the lives of Indian River County youth through mentoring relationships that inspire trust, self-esteem and positive future by providing after school activities, homework help, and exercise and sports activities.
13	Indian River Estates	Provides donations of school supplies; volunteers work the school PBS store

## Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Enlist parents to join SAC, PTA, and volunteers at Orientation	Jon Teske	September 2016	list of parent names
2	Plan meeting with Title I Leadership Team and SAC	Karen Malits, School Administration, Krista Sadlers	September 2016	agenda/ sign in sheet
3	Send information flyers home	Beth Dunton	September 2016	flyer
4	Info home on School	Sue DiDomizio	September	School Messenger

	Messenger		2016	printout; website printout
5	School App	Diane Monroe	September 2016	printout of App website statistics

## Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

**Response:** Citrus Elementary will offer parent meetings at different times during the day and evening. Our goal is to host a number of meetings at different times in order to meet the needs of our families.

SAC meetings are in the evening at 6:00, preceding PTA meetings. PTA meetings are at 7:00 PM. Parent training and information meetings are at 5:30. Parent conference meetings are offered anytime between 7:30 a.m. and 8:00 p.m. during district held conference week. Teachers are also available by appointment before and after school is in session.

Food and child care may be provided for Parent Training and Information Nights.

Parents are invited to come for special activities during the school day.

Title I program staff work with parents and teachers to coordinate and provide flexibility in the scheduling of conferences (child care, home visits, heritage language assistance, visits to the parents' workplace).

## Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	District Title I Annual Meetings	Karen Malits, Krista Sadlers, School Administrators	Involve parents in planning	September	open communication with parents
2	School based Title I Annual Meetings	Karen Malits, Krista Sadlers, School Administrators	involve parents in planning and discussion of barriers	September	input from parents
3	Orientation	Jon Teske	Provide information about schedules	August	Parents more comfortable in school
4	Back to School Open House	Administration and Staff	Provide parents with expectations for students	September	Parents are prepared to work with their children



5	SAC meetings/ PTA meetings	Jon Teske, Melissa Caudill, Erin Clark	Information to parents; input from parents	6x/ year	Administration and parents working together
6	Parent Teacher Conferences	All staff	Provide information on child's current level and develop a plan to reach their goals	September, February	Academic improvement of students
7	Parent Involvement Activities Calendar	Sue DiDomizio, Krista Sadlers	Involve parents in attending events to help them support the child	By Semester	Increase numbers of parents attending events
8	Families Building Better Learners within all content areas; Literacy, Math and Science	Resource and classroom teachers	Provide information on expectations and Florida State Standards as well as how parents can help the child	October, November, December, January	Academic improvement of students
9	Pro Kids- character counts	Jon Teske, Beth Dunton	Students will learn principles and positive character traits	May	Academic and behavior improvement of students
10	Block by Block Community Walk to School Day	Sue DiDomizio	Improved relationships, building trust and respect with the community/parents and the school	October	Improved academic and behavior
11	ELL Family Night-question and answer format	Jenna Lanam, Karen Malits, Sue DiDomizio	Provide specific information for our ELL families	February	Academic improvement of students
12	Family Movie Nights	Pres. PTA	Improve sense of community	Quarterly	Attendance/participation
13	STEM Fair	Kristi Long	Increased interest in Science	Dec., 2016	Attendance/participation
14	Summer Program Take Home Materials	Karen Malits	Increased academic engagement at both home and school levels	June	Improved academic performance
15	Kindergarten Camp	Andie Monroe	Increase student readiness	June	Families feeling more familiar and comfortable with school setting
16	Volunteer Orientation	Sue DiDomizio	Increase parent participation	Fall 2016	Participation in volunteering through out the school
17	Take Dads to School	Sue DiDomizio	Increase parent participation	September	Families feel more familiar and comfortable with school setting
18	Spelling Bee	Nancy Wishart	Increased academic engagement at both home and school levels	November	Improved academic performance

---

## Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	School-Family Partnership	Sue DiDomizio	Teachers work with parents meaningfully	September	PD Roster, Administrator Walkthrough Data
2	Consultations with teachers	School Leadership Team, Andrea Williams	Training to provide strategies for working with parents	Throughout the school year	Social Worker Logs; Parents feeling more comfortable in school setting
3	Growth Mindset Training	Jon Teske	Teachers work closely with students and parents to develop student efficacy	Throughout the school year	Increase student academic performance
4	Think Tank Tuesdays	School Leadership Team; Selected Teacher Leaders	Teachers will be able to effectively communicate with parents so that they can support the students' academic progress at home	monthly	Work Samples and Increase in student achievement (i.e. HW), parent surveys
5	PBS	Tom Stull, Luann Bertaux	Increased academic engagement at both home and school levels	September, ongoing	Reduction in ODRs
6	Cultural Competencies	Jon Teske, Julie Durazzo	Teachers work with parents meaningfully and increase cultural awareness	Throughout the school year	Parents feeling more comfortable in school setting; Parent Surveys
7	Thinking Maps	Joann Rondeau	Students use graphic organizers to work collaboratively for deeper comprehension in all content areas	Throughout the school year	Use of consistent language and creating concrete images of abstract thoughts leads to higher levels of critical and creative thinking
8	Guide on the Side	Ainsley Seeley	Trainings for new teachers	monthly	Research based instructional and classroom management strategies lead to increased academic performance
9	iReady	Ainsley Seeley, Julie Green, Krista Sadlers	Data driven instruction	Throughout the school year	Instructional intervention strategies and differentiation of instruction will lead to increase in academic performance

---

## Other Activities



Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

**Response:**

Family Resource Room/ Parent Library

School Social Worker and/or parent specialist worker for connecting to community resources

---

## Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the school wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

**Response:** Response: Citrus Elementary School will provide parents with timely information via:

- \* Principal/ School Newsletters
- \* Take Home Flyers
- \* emails
- \* updated marquee in front of school
- \* School Messenger in English and Spanish
- \* Personal calls home
- \* school website and calendar
- \* district website
- \* Orientation Night
- \* Open House Night
- \* Academic Family Night
- \* Math Family Night
- \* Literacy Family Night
- \* Science Family Night

- \* Title I meetings
- \* SAC meetings
- \* PTA
- \* conferences with the teachers
- \* conferences with the principal
- \* Notes in agenda
- \* School App
- \* Teacher Twitter feeds

---

## Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

**Response:** The Parent Involvement Plan (PIP) is discussed and distributed during the Annual Title I Meeting and other parent informational meetings to parents of Citrus Elementary students. Parents are notified of the availability of the PIP via School Messenger, parent meetings and school newsletter. Parents requesting the Plan in Spanish will receive that support. The Parent Involvement Plans are distributed and made available via hard copy and on the district and school's website. The SDIRC website has the capability to toggle between English and other languages.

All pertinent written communication is provided for parents in English and Spanish and in other languages, when feasible. English and Spanish are the primary languages spoken in the homes of SDIRC students. Whenever feasible, the district will provide translations in other languages. All Title I schools have bilingual staff who serve as interpreters to ensure that all parents are fully able to participate in parent meetings and activities. The district's Title I Parent Specialist, Title I Social Workers, and Project Specialist are also bilingual and facilitate communication between the home and the school.

The Title I Office works closely with the district's ESOL program and the Migrant Education Program to ensure that specific language barriers are addressed. They also collaborate in the implementation of parent involvement activities and meetings for both the ESOL and Migrant Programs. Both the Title I Coordinator and the District Project Specialist also support the Migrant (MEP), ESOL, and Homeless programs.

The district also works collaboratively with the Exceptional Student Education department to ensure that parents may fully benefit from the parent involvement activities.

---

## Discretionary Activities



Discretionary School Level Parental Involvement Policy Components. Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

☒ Not Applicable

---

---

### **Upload Evidence of Input from Parents**

Upload evidence of parent input in the development of the plan.

---

### **Upload Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

---

### **Upload Evidence of Parent Involvement in Development of Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

---

## **Evaluation of the previous year's Parental Involvement Plan**

### **Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

<b>count</b>	<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Anticipated Impact on Student Achievement</b>
1	Kindergarten Camp	1	69	Attendance/participation
2	School Based Annual Title I Meeting	1	99	Academic Improvement of Students
3	Orientation	2	645	Academic Improvement of Students
4	Back to School Open House	1	555	Celebrate student success and build community within school
5	Parent Teacher Conferences	2	725	Administration, Staff and Parents working together toward the goal of student success
6	Family Celebrations	3	191	Preparing parents/students to work together with school
7	Academic Parent Nights	3	220	Parents and students more comfortable in school setting
8	Top Dog Awards Celebration	1	129	Provide parents with student expectations and celebrate success
9	Science Fair	1	21	Parents and students more comfortable with school setting
10	District Title I Annual Meeting	1	99	Open Communication with Parents

---

### **Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

<b>count</b>	<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Anticipated Impact on Student Achievement</b>
1	School Family Partnerships	1	66	Teachers working meaningfully with parents

---

### **Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].



count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Limited English proficiency	Offering adult Ed ESOL classes at school site/translators. Train staff in understanding of other cultures; Host Spanish Only Parent Nights.
2	Limited literacy	Offering adult Ed classes for ESOL at school site
3	Working parents	Schedule meetings at flexible times (before, during and after school)
4	Lack of transportation	Courtesy bus route; Post link to Go Line on school website
5	Parent Sensitivities	Cultural Competencies Course for all staff members will help open communication so that parents feel more comfortable and ready to work in an academic partnership with school members.

---

### Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
-------	-----------------	-----------------------------

---