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| LaToya Dixon Principal  2017-2018 |
| School District of Palm Beach County |
| Title I Parent and Family Engagement Plan |
| Village Academy - 2811  NEW LOGO WHITE BACKGROUND.jpg |
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# Parent and Family Engagement Mission Statement

Enter your Parent and Family Engagement mission statement below. The mission statement should:

* Reflect the beliefs or values the school holds regarding the importance of family engagement;
* Explain the purpose of the parental involvement program;
* Be written in parent friendly language;
* Inspire stakeholders to be involved and supportive of the program; and
* Be different from your school mission statement.

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| **Mission Statement** |
| The mission of Village Academy is to enhance parental involvement and increase the resources for parents in order to empower families to support their children's academic endeavors through providing parent trainings, workshops and initiatives throughout the school year and beyond. |

# Evaluation of 2016-2017 Parent Capacity Building Trainings

Using your parent training reflections, parent evaluations, and the Title I Family Involvement Survey results, evaluate the parent trainings provided during the 2016-2017 school year.

**Parent Capacity Training #1**

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| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| **Breakfast with the Principal**- Parent training held to demonstrate how to use iReady, Khan Academy and a review how to use Edline. | 28 | * Parents had the opportunity to navigate iReady, Khan Academy and review how to access information available in Edline. * Parents were shown by the Single School Culture Coach features of iReady and the importance of regular usage. * Parents were shown how to search lessons for K-5, middle and high; how to do quizzes and get hints. Parent were shown how to change the language on Khan academy to Spanish and French. | * Possible breakout sessions in different locations where the sessions can become more detailed based on the feedback from the audience. * Invite bi-lingual teachers to attend sessions to assist and provide coverage. | Desired outcomes were achieved. The Breakfast with the Principal Training was offered 2x during the school year. |

**Parent Capacity Training #2**

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| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| **STEM Night**- The SFSCA provided 20 tables of science ,technology, and math based inquiry activities for parents to participate with their children. The intent is to involve parents in science based activities to promote participation in learning science and technology. | 37 | * Parents participated with their children at the activity tables and it was clear that there was shared learning taking place. * Activities were well rounded ranging from robotics to nutrition. | * Increased teacher participation from teachers. * Survey indicated that parents were wanted guidance regarding the movement between activities * Recruit 1 teacher to be an emcee for the evening. * Employee from the SFSCA is need to circulate and assist with dialogue concerning the activity tables. m | Desired outcomes were achieved. |

**Parent Capacity Training #3**

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| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| Summer Slide Night- Parents will receive laptops and navigate the Summer Learning District website in order to learn how to access resources available to them such as: Summer Reading lists, District Learning Tools, Tumble books, iReady Access, Summer Reading Contest. There will be a question and answer session at the end of the program and parents will then receive tickets for their snowcones. | 29 | * Parents had the opportunity to navigate the Summer Learning website with an individual laptop. * Parents reviewed the Summer Reading List and were provided copies of the Summer Reading lists for each grade cluster. * Parents were shown how to access iReady and the importance of regular summer access was emphasized. * Parents were shown how to access Tumble Books and reviewed the following features: Common Core Standards links to books; use of audio features; use of language support (French/Spanish); use of Informational Text; use of the Book Report Feature; use of Nat Geo Videos to supplement. | * Increase in participation by secondary parents * Increase in participation by elementary parents as well * Extra credit/ volunteer hours offered for secondary students. * Advertise earlier * Include a raffle of donated items * Possibly make it a “Spaghetti and Summer Slide Night” for 2017-2018 * Create a Village Academy Summer Reading Contest | Desired outcomes were achieved. As stated in Opportunities for Improvement adjustments will be made to advertise earlier, offer volunteer hours, extra credit, create a Village Summer Reading Contest, and make the event a Spaghetti Dinner in order to increase participation. |

# Evaluation of 2016-2017 Parent Engagement Staff Trainings

Using your staff training reflections, teacher evaluations, and feedback to teachers on implementation of strategies taught in staff trainings, evaluate the staff trainings provided during the 2016-2017 school year.

**Staff Training #1**

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| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| Staff Training for Parental Involvement #1:  Staff members will discuss strategies to increase parental engagement and improve parent relationships. | 35 | * Teachers shared ideas that work for them such as “Class Dojo”, “Remind”. * Teachers suggested using the Beacon Center to share out messages to parents as they come to pick up their children. | * Send email in advance of the meeting to have teachers come with ideas to share. * Have small goodies for teachers that share out | The desired outcomes were achieved. Something to look forward to in the future is increased participation with teachers bringing tangible examples brought by teachers. |

**Staff Training #2**

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| --- | --- | --- | --- | --- |
| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| Staff Training for Parental Involvement #2: Staff members will share results from strategies used to increase parental engagement and improve parent relationships. Ideas for parent participation in class presentations, portfolio nights and other ideas will be planned. | 35 | * Video testimonial of parent explaining how the constant communication helped to strengthen the relationship with the teacher and receive correct feedback appropriately | * Create a digital way to share testimonials of faculty following the use of the positive notes home, invitation to volunteer, and invitations for project or class presentations. | The desired outcomes were achieved. Something to look forward to in the future is increased participation with teachers sharing the outcomes of parent invitations to class events (photos, testimonials, thank you notes etc….) |

# 2017-2018 Involvement of Stakeholders (Parents, Families, School Personnel and Community)

Describe how the school will engage stakeholders in the planning, review and implementation of Title I programs. Include decisions regarding how funds for parent and family engagement will be used.

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| **Brief Narrative** |
| **List the name and title for each group member responsible for the development of the Parent and Family Engagement Plan and School-Parent Compact.** |
| LaToya Dixon- Principal (oversee) Brenda Civitello- Single School Culture Coordinator  Tamica Williams- Assistant Principal Mark Sauer- Community Member  Rhonda Williams-Turner- Parent Liaison Veronica Bowleg- Parent Representative  Natasha Twiggs- PD Coordinator |
| **What are the procedures for selecting members of the group?** |
| Some key personnel selected to be in the PFEP group are have a key role in school-wide curriculum implementation, monitoring and parental involvement. Other members selected were invited to volunteer. The community member is the founder of Delray Students First and the parent representative is a long standing SAC member who has a high level of participation across school events. |
| **How will input from stakeholders be documented?** |
| The input from stakeholders will documented in a variety of ways such as: minutes from meetings, parent training surveys, informal meetings, anecdotal notes from conversations, notes from informal conversations, etc…. The feedback will be kept for communication records in a binder managed by the parent liaison. |
| **How will stakeholders be involved in developing the plan?** |
| Stakeholders will offer their input during the Parent and Family Engagement Plan meeting and in SAC meetings. |
| **How will Title I parent and family engagement funds be used?** |
| The Title I (PFE) Parent and Family Engagement Funds will be used to pay for supplies, food/refreshments that will be provided to school families during parent trainings. Parents received the opportunity to provide input regarding how the funds should be spent during the (5-9-17) meeting and were given examples of acceptable ways to spend the funds. Parents in attendance expressed that they current ways the funds were being spent were acceptable to them. |

# 2017-2018 Parent and Family Engagement Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to effectively communicate and work with parents as equal partners in order to connect learning in the classroom to learning at home.

**Staff Training #1 (First Semester)**

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| --- | --- | --- | --- |
| **Name and Brief Description** | **Month training will be held** | **Responsible Person(s)** | **Anticipated Impact of Staff Development**  **(Include explanation on why this training is needed)** |
| Staff Training for Parental Involvement #1**(Strategies):**  Staff members will discuss strategies to increase parental engagement and improve parent relationships. | 9-14-17-  Staff Meeting | Tamica Williams  Rhonda Williams-Turner  LaToya Dixon | Expected impact is an increase in parent participation in the Title 1 Parent Trainings offered throughout the school year. The expected impact for staff is an increase in the use of strategies/activities designed to attract parent participation. |

**Staff Training #2 (Second Semester)**

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| **Name and Brief Description** | **Month training will be held** | **Responsible Person(s)** | **Anticipated Impact of Staff Development**  **(Include explanation on why this training is needed)** |
| Staff Training for Parental Involvement #2**(Relationships)**: Staff members will share results from strategies used to increase parental engagement and improve parent relationships. Ideas for parent participation in class presentations of projects, portfolio nights and other ideas will be planned. | 10-19-17  Staff Meeting | Tamica Williams  Rhonda Williams-Turner  LaToya Dixon | Expected impact is an increase in parent participation in the Title 1 Parent Trainings offered throughout the school year. The expected impact for staff is an increase in the number of parents per teacher in regular communication (emailing, texting through computer programs such as remind/class dojo etc...) and attending class presentations of projects, work, etc…. |

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# 2017-2018 Title I Annual Parent Meeting

Families are invited to attend the Title I Annual Meeting to learn about the school’s Title I programs and requirements. Describe the tasks the school will take to conduct an effective Annual Meeting. The meeting should be designed to inform parents about:

* What it means to be a Title I School;
* The school’s Title I School-wide Plan;
* Parent and Family Engagement (plan), including the School-Parent Compact;
* Special programs such as Migrant Education and McKinney Vento;
* Parents’ Right to Know; and
* Other opportunities for parents.

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| **Brief Narrative** |
| **What is the date and time of the Annual Meeting?** |
| 9/12/17 at 6:30 pm in the Media Center |
| **How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.).** |
| Notice will be posted on the school marquee, Edline page, invitation sent home with students, Notice given at prior SAC Meeting. |
| **What resources do you plan to prepare for stakeholders?** |
| * The school’s Title I School-wide Plan; * Parent and Family Engagement (plan), including the School-Parent Compact; * Information on Special programs such as Migrant Education and McKinney Vento; * Provide Parents’ Right to Know; and * Other opportunities for parents such as calendar of Parent Involvement Activities |
| **What materials/supplies are needed for the Annual Meeting?** |
| * Sign in Sheets, copies of handouts, Video * Pens, pencils, folders, sticky notes * Child care will be provided by teacher volunteers |
| **How do you plan to reflect on the effectiveness of the Annual Meeting?** |
| A review of the Title 1 parent training surveys collected at the end of the meeting will guide a discussion and debriefing regarding the meeting. |
| Note: You must provide evidence of the implementation of the Annual Meeting.  (Invitation, agenda, sign-in sheets, minutes and verification) |

# 2017-2018 Parent Capacity Building Trainings

Describe the trainings you will offer parents that will build their capacity to support learning at home to improve student academic achievement. Parent trainings must focus on specific teaching and learning strategies that parents and families can use at home to help their child. Evidences that will be submitted through eBox include the invitation, agenda, sign-in sheets, handouts, evidence of parent and family interaction, evaluations, and reflection.

**Parent Capacity Training # 1 (First Trimester/Semester)**

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| --- | --- | --- | --- | --- |
| **Name and Brief Description** | **Expected Learning Outcomes** | **Date of**  **Training** | **Responsible**  **Person(s)** | **Resources and Materials** |
| **STEM Night**- Parents will be invited to participate in an evening of inquiry and exploration with 20 interactive tables for families to enjoy. A Break out session for **Elementary math strategies** will be available where parents will learn strategies to help their child with elementary math such as: repeated subtraction, repeated addition, partial quotient, using properties of operation and place value strategies for: addition/subtraction/multiplication/division | * Increased participation in science based learning and activities. * Increase in proficiency in elementary mathematics assessments and iReady performance. * Increase in number of parents assisting students with math homework | Friday 10/27/17 | Tamica Williams  Brenda Civitello  Lyndon Clemons | * Laptop Cart * SFSCA to provide 20 activities * Tiger note taking Booklet * Pizza- $200 * Plates, napkins, cups,water, lemonade |

**Parent Capacity Training # 2 (Second Trimester/Semester)**

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| --- | --- | --- | --- | --- |
| **Name and Brief Description** | **Expected Learning Outcomes** | **Date of**  **Training** | **Responsible**  **Person(s)** | **Resources and Materials** |
| **FSA Night-** Parents will be trained in test taking strategies, review their child’s assessments via Edline. navigate District Learning Tools for resources and be presented with valuable information to help assist their child with preparation for the FSA tests. | * Parents will navigate District Resources & Learning Tools and receive information regarding what is expected for FSA. * Breakout sessions will include -Math Strategies & Practice -Reading Strategies & Practice * Edline score reports | Wednesday  1/31/18 | Tamica Williams  Brenda Civitello  Lyndon Clemons  Natasha Twiggs  Sandra Owens | * Laptop cart * Tiger Note taking booklet * Refreshments -$200 * sticky notes * pens, pencils |

**Parent Capacity Training # 3 (Third Trimester – required for elementary schools, optional for secondary schools)**

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| --- | --- | --- | --- | --- |
| **Name and Brief Description** | **Expected Learning Outcomes** | **Date of**  **Training** | **Responsible**  **Person(s)** | **Resources and Materials** |
| **Summer Slide Night**- Parents will navigate the Summer Learning website to explore how District Learning Tools can assist them with participating in reading, math and science activities with their child. | * Inform and describe the meaning/significance of Summer Slide * Where to find the Summer Reading Lists * iReady Summer Usage (contest?) * Other supplemental websites to support summer learning * Summer Activities for families * How to match report card standards to standards in books (Prov.by Tumblebooks) | Tuesday 5/8/18 | Tamica Williams  Brenda Civitello  Lyndon Clemons  Natasha Twiggs  Sandra Owens | * Refreshments -$200 * laptops * Tiger note taking booklet * Summer Reading lists * Handouts |

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# 2017-2018 Coordination and Integration

Describe how your school collaborates with other federal programs, district departments, business community, library systems, and governmental and non-governmental organizations to provide integrated parent and family engagement opportunities by identifying the three (3) most relevant agencies/organizations that tremendously **support your school’s parent and family engagement goal** (for example: Literacy Coalition, Multicultural Department, ESE Department, Migrant Education, Publix, Boynton Beach Fire Department).

**Partnership # 1**

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| --- | --- | --- | --- |
| **Name of Agency** | **Brief Description of Partnership** | **Evidence of Partnership** | **Frequency** |
| Take Stock in Children | Take Stock in Children has partnered with Village Academy to sponsor 11 Village Academy students this year (2017-2018). Those students will be provided with a 4 year scholarship to any Florida Public University. Take Stock Students also receive tutoring and many other academic and social support services. | Take Stock Signing event (scholarship acceptance by students and parents) and participation throughout the year in various activities by students. Photos and tutorial records also available. | ◻ One-time  ◻ Weekly  ◻ Monthly  ◻ Quarterly  X◻ Annually  ◻ As Needed |

**Partnership # 2**

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| --- | --- | --- | --- |
| **Name of Agency** | **Brief Description of Partnership** | **Evidence of Partnership** | **Frequency** |
| The Achievement Center | The Achievement Centers for Delray Beach provides support in the areas of adult education, after school programs, family strengthening. The Achievement Center is a nonprofit social services agency, which provides affordable quality care to children whose parents otherwise could not maintain their job or go to school without childcare assistance. The programs are designed to meet a child’s academic, social, emotional and physical needs. Achievement Centers offers toddler, preschool, afterschool, teen, adult and family programs. Students receive snack and a supper program was added for the FY 17 school year. | Village Academy hosts the Achievement Center on site (2 offices) and offers the largest after school program in Delray Beach through the Beacon Center. Evidence of this is in the partnership agreement. | ◻ One-time  ◻ Weekly  ◻ Monthly  ◻ Quarterly  X◻ Annually  ◻ As needed |

**Partnership # 3**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Agency** | **Brief Description of Partnership** | **Evidence of Partnership** | **Frequency** |
| Literacy Coalition- | The Literacy Coalition provides services to parents and the adult community. The program teaches adults the English they need to obtain a family-sustaining job and helps their elementary school age children improve their reading skills. The group that meets is called the Village Readers. Village Readers provides tutoring to parents and students. 80% of Parents that received tutoring demonstrated growth on their English language assessment and 75% of the students that participated demonstrated growth in reading. Visit [Village Readers for Palm Beach County Literacy Coalition](https://www.literacypbc.org/literacy-impact/adult-and-family-programs/village-readers-family-education/)  for more information. | There is a partnership agreement between the Literacy Coalition and Village Academy. There are also photos and other documentation of the participation of Village families. | ◻ One-time  X◻ Weekly  ◻ Monthly  ◻ Quarterly  ◻ Annually  ◻ As needed |

# 2017-2018 Communication

After reflecting on your 2016-2017 Title I Family Involvement Survey results, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information. Evidences that may be uploaded in eBox include agendas, sign-in sheets, minutes, evaluations, Edline screenshots, newsletters, translated letters, marquee photos, emails, text print-outs, phone call-out transmissions/scripts, and social media snapshots.

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| **Key Points of Communication** | | |
| **Describe how school will inform parents about**  **timely information about the Title I programs.** | **List frequency and timeline** | **How will school ensure information was shared?** |
| The Title I Annual Meeting will be held where parents/families will receive information regarding what it means to be a Title 1 School, what Title I Funds are used to pay for at Village and why it is important to use Title I funds to provide training to families so they may help students reach their full socio-academic potential. | Annual | A call out will be made to inform parents; school marquee will be used; flier will be sent home; text alerts will go out to parents informing them of the meeting. |
| **Describe how school will inform parents about curriculum**  **at the school, forms of academic assessment used to measure**  **student progress, and proficiency levels students are expected to meet.** | **List frequency and timeline** | **How will school ensure information was shared?** |
| In order to inform parents about the curriculum the following will be done at Village Academy:   * Principal will share data patterns and trends with school families during SAC & other events as appropriate * FSA Night will be held to share information regarding the tests and requirements * Breakout sessions during other scheduled events (Breakfast with Principal, STEM Night, Math Night) where parents will receive instruction on strategies that can be used to support their child(ren). | During Building Capacity Trainings (3X) yearly; During other school events that provide training to parents. | A call out will be made to inform parents; school marquee will be used; flier will be sent home; text alerts will go out to parents informing them of the meeting. |
| **Describe how school will inform parents about opportunities for**  **regular meetings to formulate suggestions and to participate, as**  **appropriate, in decisions relating to the education of their children.** | **List frequency and timeline** | **How will school ensure information was shared?** |
| During the School Advisory Council meetings parents and the school community will receive information regarding the time/topic/location of meetings where they will be provided the opportunity for input, feedback and discussion. Parents will also receive information on SEQ surveys and any school designed surveys via traditional communication methods noted here and also via links on the school Edline page. | Monthly communication regarding SAC and additional points of contact when other events are being held | A call out will be made to inform parents; school marquee will be used; flier will be sent home; text alerts will go out to parents informing them of the meeting. |

# 2017-2018 Accessibility

It is important to address barriers that hinder parents’ and families’ participation in activities. After considering your 2016-2017 Title I Family Involvement Survey results and information gathered at your parent input meetings, describe how your school will provide opportunities for participation in all activities. Evidences that may be uploaded in eBox include translated letters, agendas, sign-in sheets, flyers, child care rosters, transportation logs, CLF/sign language facilitator timesheets, and parent evaluations.

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| **Brief Narrative** |
| **Parents and families with limited English proficiency** |
| Village Academy will provide consistent child care and translation services at every SAC Meeting. The District School Newsletter (in Spanish) will be forwarded to Spanish speaking families, and parents will be directed to where to find the District created newsletter in other available languages. Each opportunity to identify and address translated documents will be utilized during every SAC and Other communication will continue to be translated into Spanish and Creole and parents will be asked for feedback during SAC and other events to gather input regarding trainings that parents would consider beneficial. |
| **Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)** |
| Parents and families with disabilities may request support needed during SAC, school events, visiting the main office, during parent meetings and at any time. Our parent liaison, Assistant Principal and other Village staff can assist parents that inquire about support for families with disabilities. |
| **Parents and families engaged in migratory work** |
| Any families identified as migrant families will be connected with the Migrant Education Department and provided with resources as outlined and designated by the Migrant Department within Federal and State Programs. Parents will be placed in contact with the Lantana/East Area Office and will be provided the brochure from the Migrant Education Department which has program service areas, annual events, special projects, monthly events and phone numbers for personnel in the Migrant Department. Additionally the Migrant brochure and information will be shared with SAC and Village’s Elementary and Secondary offices. Migrant families will be encouraged to participate in events & programs. |
| **Parents and families experiencing homelessness** |
| Any families identified as experiencing homelessness will be connected with the school assigned Safe Schools representative/ Homeless Liaison for the McKinney Vento Act and will be provided with resources as outlined and designated by Safe Schools. Teachers of students will be informed, students will be monitored and assessments will be made regarding their needs. Any resources that the school can provide such as food, clothing and or transportation will given to the family. Information regarding homelessness will be will be shared with SAC and school families that attend trainings and functions. The guidance department will coordinate with parents/guardians of homeless students to participate in school events. |

# Other Activities (Optional)

List other activities that are planned to strengthen parent and family engagement at your school.

**Activity # 1**

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| **Name of Activity** | **Brief Description** | **Frequency** |
| Breakfast with the Principal | Parents have the chance to dialogue with the Principal and receive training on technology enhanced programs such as iReady, Khan Academy, Learning Tools and Edline. | ◻ One-time  ◻ Weekly  ◻ Monthly  ◻ Quarterly  2X◻ Annually  ◻ As needed |

**Activity # 2**

|  |  |  |
| --- | --- | --- |
| **Name of Activity** | **Brief Description** | **Frequency** |
| Math Night Sessions | Following SAC meetings or other events, math sessions for elementary will be held where parents can learn strategies to assist their child in the latest math unit of study. Teachers that are training parents will utilize District created resources such as the Elementary Family Math Support Page, Grade 5 Focus Questions, Elementary Math department recommended websites and iReady Resources to assist parents. | ◻ One-time  ◻ Weekly  ◻ Monthly  X◻ Quarterly  ◻ Annually  ◻ As needed |

**Activity # 3**

|  |  |  |
| --- | --- | --- |
| **Name of Activity** | **Brief Description** | **Frequency** |
| Culture Fest | Parents, students and clubs will design tables and activities to showcase their culture and or country. Student work and artistry will be displayed and the Village Academy Mass Choir and Cheerleaders will perform. Culture Fest will be an opportunity to create micro communities at Village and connect families with similar backgrounds. | ◻ One-time  ◻ Weekly  ◻ Monthly  ◻ Quarterly  X◻ Annually  ◻ As needed |

# Uploads

Please prepare evidences below. Directions on how these documents will be collected is forthcoming.

* Evidence of Parent Involvement in the Development of the School Parent and Family Engagement Plan (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Evidence of Parent Involvement in the Development of the Parent-School Compact (Invitation, meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Parent-School Compact (Final in all languages)

# Resources

Support resources are available on the Title I SharePoint site under the Resource tile. Go to Annual Requirements/Parent and Family Engagement Plan. In this folder you will have access to editable documents to support the development of your school’s Parent and Family Engagement Plan.

* Parent Input Meeting Invitation
* Parent Input Meeting Agenda
* Parent Input Meeting Sign-in Sheets
* Parent Input Meeting Evaluation
* Parent Input Meeting PowerPoint
* Parent Input Meeting Recording Template
* Parent Input Meeting Minutes Checklist
* Parent and Family Engagement Plan Template
* Recording of Technical Assistance Chat held April 6th
* Principal Assurance of Compliance Item KIA-1