

Title I, Part A School Parent and Family Engagement Plan



School Name: Hyde Park

School #: 3077

Principal Name: Shirley Winfrey

School Website: <https://dcps.duvalschools.org/hydepark>



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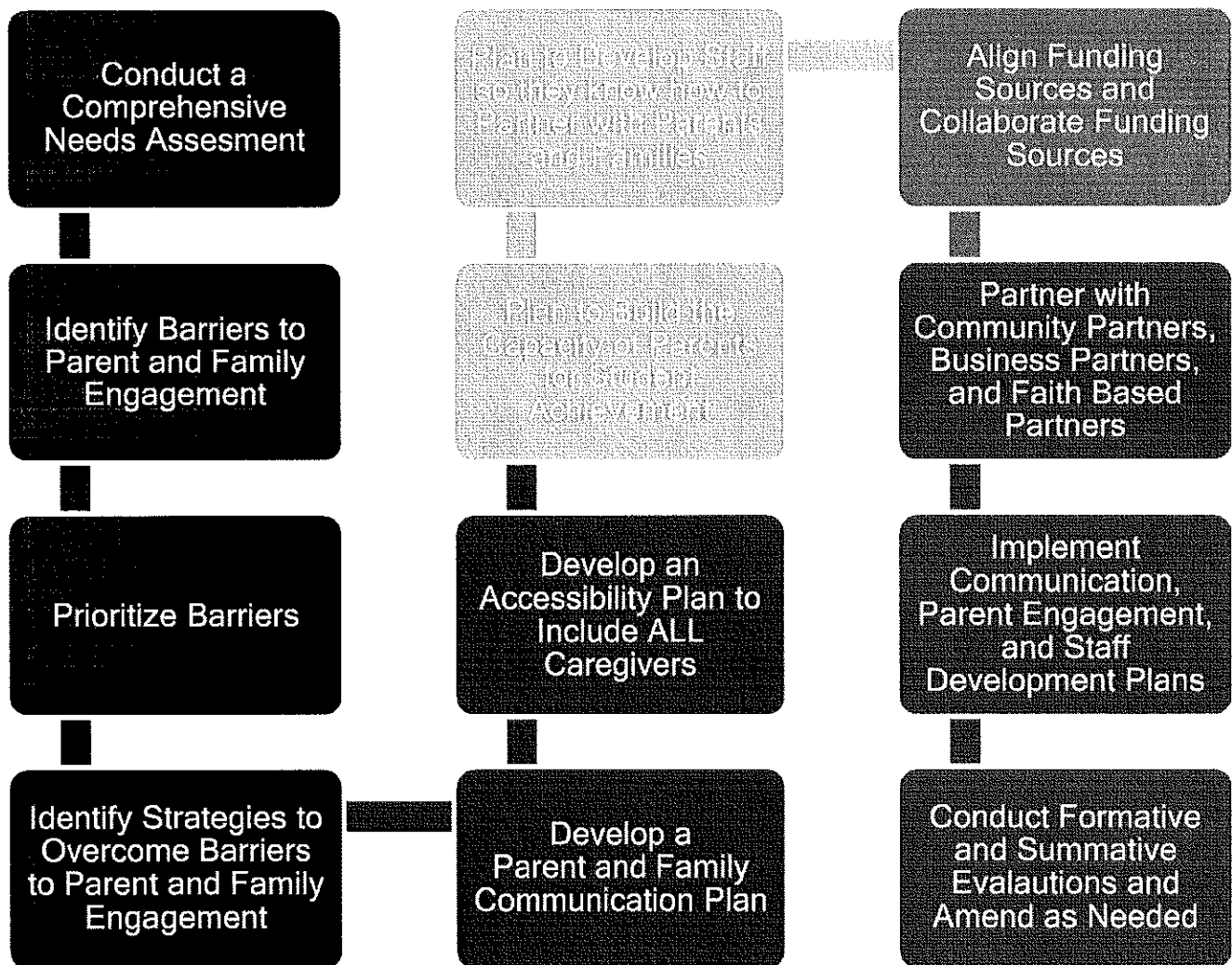
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OVERVIEW

The Duval County Public School District Local Education Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



"Treat children like they make a difference and they will."



ASSURANCES

I, Click or tap here to enter text., 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.

Shirley Winfrey
Signature of Principal/School Administrator

08/24/18
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
\$3328.00	\$2790.37	\$537.63
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		
Our funds will be strategically allocated in each area in order to ensure there are no unexpended amounts left in the budget. We will discuss this at our upcoming Annual Title I Meeting any developmental revision meetings that are necessary		

Programmatic Overview from the Previous Fiscal Year
(this section is not required for new Title I Schools)

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	Comments (include inventory that was not returned or any other information pertaining to parent involvement resource room)
2	7	As a new administration, we will ask our teachers to encourage our parents to use the resources in the Parent Engagement Room to build home and school connections.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness
Annual	9	Positive responses on surveys
Developmental Meeting	4	Planning worksheet
Making Healthy Choices	7	Positive responses on surveys
The Power of Parents: Wildcat Chat Series	4	Positive responses on surveys
Strategies That Work	30	Positive responses on surveys
Learning Wildcat Family Style	30	Positive responses on surveys
Understanding FSA	21	Positive responses on surveys
Academic Success: Homework Help	15	Positive responses on surveys

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.

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 - Parent Disabilities/Migrant Families
2. Barrier 2 - Limited English Proficiency
3. Barrier 3 - Work Schedules

(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (2) describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required*include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

1. Barrier 1 - Hyde Park will coordinate with the guidance counselor and district personnel to include and accommodate parents with these barriers.
2. Barrier 2 - Hyde Park will coordinate with district personnel to provide information translated in the language necessary. The language most often translated will be Spanish.
3. Barrier 3 - Hyde Park will provide events with flexible times to accommodate parents.

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

Hyde Park strives to continue to promote parent and family engagement with its parent events. Though some of our events did not have the participation we anticipated, we will work toward holding these events at a time more convenient for our parents to attend.

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. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

Hyde Park Elementary will ensure that parents receive notification of Title I programs through the school website, flyers, automated phone system, and parent organizations such as SAC and PTA. Flyers will be sent at least a week in advance. We will implement a wider variety of grade specific activities, better explanations of event topics, as well as accommodate parents with limited English and Literacy proficiencies, and provide more flexibility in events and/or parent workshop times. Parents with disabilities with special needs will be worked with 1:1 to determine what course of action needs to be taken to work with their needs and to be able to support them and their family in learning and increase parent involvement in the home and in the school.

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?

This information will be given in meetings such as: IEP meetings, MRT meetings, AIT meetings, ELL meetings, and parent conferences. This information will also be available on our school website, through flyers, automated phone calls, and/or parent organizational meetings such as SAC and PTA. The language used, information shared, and any communications will be easy for parents to understand, including translations when needed.

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

English and Spanish

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

- (1) Information will be provided in a timely manner through paper flyers, school marquis, emails, school website, and/or automated phone system.
- (2) Flyers will be sent two (2) weeks before events are held to ensure adequate notification, with flyers and/or phone calls sent the day before an event

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain?

- ((1) The school will hold monthly core subject meetings to explain grade specific curriculum expectations and strategies. During these meetings, parents will be informed of the assessments used and the expected achievement level they are striving for. Take home sheets and grade level activities will be provided at each meeting. Parent-teacher conferences are also available upon request to further explain specific student progress.
- (2) curriculum and assessments are discussed during Open House and content specific parent engagement activities.
- (3) Monthly SAC meetings also incorporate discussions regarding assessments and achievement levels and curriculum. In addition, achievement levels are discussed during parent/teacher conferences and at the Annual meeting.

(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) Parents are invited to monthly SAC meetings for decision making and feedback. Parents are also invited to the Roundtable Developmental meeting held yearly to discuss the previous year's PFEP and provide input on the next year's PFEP, which is also communicated through flyers and the school marquis.
- (2) Flyers are sent out at least two (2) weeks in advance of monthly meetings, as well as emails to those who have attended a meeting previously.

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]

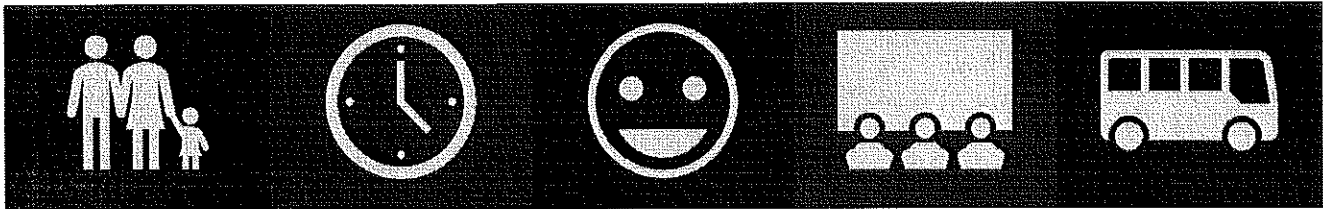
Hyde Park will contact the LEA through email and/or by phone to discuss next steps addressing any concerns had by parents. Concerns can also be addressed at our Title I meetings. Those meetings are held throughout the year such as the annual meeting, the developmental meeting and our parent engagement meetings

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).

Hyde Park will have posted paper copies of the Parent and Family Engagement Plan in our front office and in our Parent Center. Our plan will also be available for review on our school website, with paper copies being made available to parents upon request. Parents will be notified via school marquee, flyer and School Messenger.

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 School wide funds are used [ESEA Section 1116(c)(3)].

Hyde Park Elementary will inform parents monthly about the improvements of Title I through the school website and automated phone system. Parents will be equally chosen on a voluntary basis to represent both primary and intermediate grades on our SAC and PTA. All changes that are needed on our PFEP and budget will be made during a revision month during a Developmental meeting with all of our parents. Our school parent and family engagement plan will be available in hard copy in the front office, parent resource room, and on our school website. Materials and resources such as childcare will be made available to ensure parent participation upon request.

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 - Transportation will be made available on a case by case basis. One time use JTA tokens or bus passes will be used.
- Childcare - Childcare will be available as needed depending on needs of the families and activities planned.
- Home Visits - Home visits will be made by leadership team and/or school social worker as determined by needs of the students and families.
- Additional Services to remove barriers to encourage event attendance - Work schedules are a continued barrier for our parents. To accommodate our parents, Hyde Park will provide more flexibility in events and/or parent workshop times

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)]

Parents were invited to the Roundtable Developmental meeting to provide their input. Parent input is also collected at IEP meetings, MRT meetings, as well as SAC and PTA parent organizational meetings.

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

Evidence collected from the Roundtable Developmental meeting held at Hyde Park includes flyers and sign in sheets, as well as a parent questionnaire and evaluation form that were completed during this meeting.

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

- ☒ AM Sessions based on documented parent feedback
- ☒ PM Sessions based on documented parent feedback
- ☐ AM & PM Sessions (Same content to appeal to more parents)
- ☐ Other _____

REQUIRED ANNUAL MEETING

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

1. Step 1 - Advertise event through flyers, school marquis, and/or automated phone system
2. Step 2 - develop agenda and presentation materials
3. Step 3 - Create sign in sheets and feedback forms
4. Step 4 - Conduct Annual Meeting

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

A slideshow presentation will be presented with information regarding Title I, which includes the following: Title I use, parents' right to know, school-parent compacts, parent and family engagement plan, and parent workshop dates, with parents having the opportunity to have their questions answered.

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.

- (1) A section of the Annual meeting presentation will be dedicated to covering each the adequate yearly progress of students broken down by subgroups,
- (2) During the annual meeting parents will also be informed of their right to have their student attend any school within the district through school choice by completing a school choice application and submitting to the district.
- (3) Parents will be informed of the following rights: request and receive timely notification of professional qualifications of teachers and paraprofessional, informed if students are taught for four weeks or more by a teacher not highly qualified, provided information regarding their students' results from state assessment, all information presented in parent friendly language.

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?

Hyde Park will continue to provide parents with information regarding Title I through paper copies, Parents flyers, school marquis, and/or automated phone calls.

Required Developmental Meeting

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

Parents will be informed of the developmental meeting through flyers, school marquees, and/or automated phone calls. During the meeting parents will be asked to provide their input and feedback regarding communication efforts, event timing, barriers, school parent compacts, staff training, and workshop topics. A review of the previous year and budgeting will also be discussed along with any changes parents feel should be made

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 School wide 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?

The school to embed opportunities for families to engage in an activity while learning about the identified purpose for the event. We deliver parent information that is specific to students, and how parents can help students in meeting school goals. Parents will receive instructions on topics that can assist in helping their students outside of the school. Parents will be informed of the developmental meeting through flyers, school marquis, and/or automated phone calls. During the meeting parents will be asked to provide their input and feedback regarding communication efforts, event timing, barriers, school parent compacts, staff training, and workshop topics. A review of the previous year and budgeting will also be discussed along with any changes parents feel should be made.

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

Our Math Parent workshop involves working with our local Winn-Dixie grocery store to create activities within the store to promote parent student engagement. Our faith based partners and community members are invited to participate in this workshop as well. We will invite our partners to join our Family Engagement Activities and our SAC meetings and to be a part of our school culture.

(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) We at Hyde Park Elementary will continue to add more resources to our center for parent use. A special area has been designated as our Parent Resource Center.
- (2) Parents will be notified through flyers, school website, teacher conferences, parent organizational meetings, and/or IEP, MRT, or AIT meetings.
- (3) Teachers will be informed of available resources and parents will be able to use the center after workshops. Office staff will assist parents interested in using the center from 8:45 AM to 3:30PM Monday through Friday, or by scheduling times to accommodate parents.

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?

Parent workshops focusing on core subject areas are held to provide parents with grade specific understanding of student expectations. An example activity is conducted at each workshop, as well as suggested resource sheets provided for parents to help their children at home.

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 School wide Plan.

Name of Activity	Person Responsible	Measurable Anticipated Impact on Student Achievement	Month Activity will take Place	Evidence of Effectiveness	Budget (if applicable)
Title I Annual Meeting (required)	Judy Howard - Assistant Principal	Parents will be provided with information outlining Title I, the Parent and Family Engagement Plan, School-Parent Compact, and parent's rights	September 2018	Parent Feedback Forms Surveys	
Title I Developmental Meeting (required)	Judy Howard	Parents will be provided with activities and suggestions on becoming more involved in their student(s) education and social behavior, as well as provide input toward the	May 2019	Parent Feedback Forms Surveys	

		PFEP for the upcoming year			
Math night	Math Teachers and Math Coach	Parents will be provided with grade/classroom specific information and expectations. They will be provided with strategies and activities that they can use to assist their student(s) at home.	October 2018	Parent Feedback Forms Surveys	130.00
FSA Writing Night	4th Grade teachers, Reading Coach	Parents will be provided with grade specific information and the expectations for the FSA writing assessment. They will also be given writing samples.	March 2019	Parent Feedback Forms Surveys	130.00
Science Night	K-5th Science Vertical Learning Committee	Parents will have an opportunity to participate in Science experiments and be given the expectations for each grade level. Science Fair projects will also be on display.	November 2018	Parent Feedback Forms Surveys	130.00
Literacy Night	K-5th Reading Vertical Learning Committee	Parents will be given literacy strategies to assist their students at home. They will also participate in grade level specific make and take activities.	January 2019	Parent Feedback Forms Surveys	130.00
FSA Informational Session 3rd-5th Grade Teachers		Parents will be provided with grade/classroom specific information and expectations for the FSA. They will participate in FSA like question sessions.	February 2019	Parent Feedback Forms Surveys	130.00
Exploration of Summer Learning	Reading coach	Parents will be participate in make and take activities	May 2019	Parent Feedback Forms Surveys	

		to take home for summer learning.			
Open House	All staff	Parents will visit classrooms and meet with teachers. They will be provided with expectations for the year.	September 2018	Parent Feedback Forms Surveys	
Evening with the Arts	Resource Teachers	Strategies to engage students in the ARTs will be provided. Students will also exhibit their talents through Chorus, P.E. and Visual Arts.	April 2019	Parent Feedback Forms Surveys	
Parent Resource Breakfast	Admin.	Parents will come and learn what resources are available to them in their community learning how to use technology to access community resources to help them strengthen their home and family relationships	March 2019	Parent Feedback Forms Surveys	150.00

Schools may add or remove rows as needed.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...
<p>...the assistance of parents and families and in the value of their contributions.</p> <p>A Value of a Parent training will be held during an Early Release day session to examine the progress of students where parents are and are not involved, and how to reach out to them to get them involved. Sign in sheets and agenda will be provided as evidence.</p>
<p>...how to reach out to, communicate with, and work with parents and families as equal partners.</p> <p>Staff training will be provided to all on the value of parent engagement, which includes reaching out to parents to get them involved. Building ties training will consist of bridging the gap between school and home and encourage more communication and engagement with parents.</p>
<p>...implementing and coordinating parent and family programs and building ties between parents and families and the school.</p> <p>Building ties between parents and school training will be provided during an Early Release day session for staff to encourage communication and help bridge the gap between school and home. Sign in sheets and agenda will be provided as evidence.</p>
<p>(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?</p>
<p>(1) Professional development training will be held during Early Release day sessions to examine the progress of students where parents are and are not involved, and how to reach out to them to get them involved.</p> <p>(2) Sign in sheets and agenda will be provided as evidence</p>

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"/>	IDEIA - The Individuals with Disabilities Education Improvement Act	These funds are used to support ESE students who are in the inclusion class settings. Parents are invited to give input on the program and individual student IEPs through scheduled IEP and MRT meetings.
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	There are no funds provided to integrate with our own, however all resources including our Parent Resource Center and parent workshops are made available to all parents of VPK students
<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.