

WAKULLA COAST CHARTER SCHOOL OF ARTS SCIENCE
2019-2020 Title I Parent and Family Engagement Plan

I, Jeffrey LaChapelle 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 8101(32), ESSA;
- 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 1116(a)(3)(B)];
- Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make the parent and family engagement plan available to the local community [Section 1116(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) [section 1116(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 1116(a)(2)(E)];
- 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 1112(e)(1)(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 does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. [section 1112(e)(1)(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 1112(e)(1)(A)].

Mission Statement

C.O.A.S.T. will provide an educational choice to students and their parents that is characterized by:

1. The intensive study of the Arts and Sciences, in continuous progression and at the highest standards of achievement.
2. A structured environment resulting from a specific code of conduct with diligent attention to character development.
3. The infusion of technology into all subject areas, expanding the student's world beyond classroom boundaries.
4. Dynamic, integrated core curriculum designed to include the study and appreciation of Wakulla County's unique ecosystem.
5. Shared responsibility among students, parents, and teachers in the operation of the school.

C.O.A.S.T. – Our Vision

Commitment to small schools:

We believe that children thrive in small, personal settings where all staff knows each child and family. We believe that the child's interest is best served when parents and school staff cooperate and support each other's efforts. Small classes afford both the teacher and student the most flexibility to accommodate learning needs.

Commitment to character development:

We also believe character development should be a primary role of education and the school will regularly and deliberately teach and reinforce through all its activities, the character traits of honesty, industry, kindness, generosity, courage, perseverance, loyalty, independence of thought, self-discipline and responsibility.

Commitment to creating informed citizens:

We believe children should be educated to become world citizens, exposed to and informed about the geography and peoples of our globe. We want them to know that all human beings have value and are to be treated with respect. The school itself, then, must be a place where everyone is respectful and models courteous human relationships at all times.

Commitment to a strong foundation in the core subjects:

A good education must provide a solid grounding in the subjects of reading, writing, mathematics, science, social studies, and the arts, best achieved by a clearly articulated and sequential curriculum in each subject. In addition to learning facts and concepts, we believe it is important for children to develop higher order thinking skills to solve problems independently. Student performance will be assessed by a combination of criterion-referenced and norm-referenced measures, as well as oral and written work products.

Commitment to the Arts:

We believe students will learn self-expression through the Arts. Artists and performers will work with the faculty to develop programs in dance, music, drawing, painting, sculpting, pottery, drama, and architecture. Students will have opportunities to more deeply explore the various art mediums with real-life mentors and teachers.

Commitment to real life learning:

We believe students learn best when they are actively involved in learning experiences that apply to skills and knowledge of real life. These kinds of experiences will be prevalent in our school.

Technological proficiency is critical to future life success, therefore technology tools will be used daily by both students and staff to make education more relevant, efficient and effective.

Commitment to supporting educators:

We are convinced competent, creative and dedicated teachers are the most important component of a good school. This commitment to teaching staff will be evident in all the school's activities. Everything will serve to support the teacher's ability to do his/her best.

Commitment to Wakulla's unique environment:

We believe Wakulla County's environment provides a unique opportunity to foster appreciation for nature and to teach children about the interdependence of all living things and the importance of caring for our natural resources. We would expect environmental awareness would permeate all areas of curriculum and serve as a central focus for science instruction.

Involvement of Parents

How will the school involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used? [ESEA Section 1116].

Response: C.O.A.S.T. Charter School has formed a School Advisory Council (SAC) composed of parents, students, community members and school employees. The committee provides input into the development, implementation and evaluation of all school related plans, including but not limited to the School Improvement Plan (SIP), the Parent and Family Engagement Policy (PFEP), and the Parent-Student-Teacher Compact. Involvement of parents will be documented through sign-in sheets and minutes of meetings.

Decisions involving the use of the Title I funds reserved for parental involvement at the school level will be made during the development of the School Improvement Plan by the School Advisory Council (SAC). C.O.A.S.T. will monitor SAC memberships to ensure that parents are involved in the process. All teachers receive training and information on ways to include parents in the school improvement process and the life of the school.

Parents are invited and encouraged to attend regularly scheduled School Advisory Council meetings. Meetings occur approximately four times per year. These meetings are used to involve parents and

families in the development, review and evaluation of Title 1 plans (Title 1 needs assessment, PFEP, Compact, School wide Plan / School improvement plan, and the Title 1 project application) and the reservation of funds for parent and family engagement. School Advisory Council (SAC) meetings are the forum for continuous school improvement.

The SAC meetings will be held and advertised by the SAC Chair and Title I Coordinator, Mrs. Christine Dichio, using flyers, electronic call-outs, website posts and reminders that are sent home with students. The SAC will help develop, improve, and approve the school Parent and Family Engagement Policy, School Improvement Plan and the Student-Teacher-Parent Compact. Also, the SAC will hold meetings to discuss all other school operations, restructuring, and Title I programs, in addition to student baseline and mid-year data and the mid-year report.

Annual parent involvement activities, including Pastries for Parents (November 2019) and Parent/Guardian appreciation (Spring 2020) events are held during the school year. Parents are encouraged to spend the day at school with their student.

In order to receive feedback from all parents, C.O.A.S.T. Charter School will also be sending home a parent survey in the Spring, that will be returned to the school with suggestions for improvement on all Title I programs, as well as comments on how well current Title I programs are being handled. In addition to our own surveys, C.O.A.S.T. will also inform parents of the climate survey which is administered near the beginning of the second semester of the school year; this survey will be used for the development and review of the School Improvement Plan, in addition to the Title I Parent Involvement programs.

To engage more middle school parents in their student’s daily education and upcoming school events, the middle school teachers will be sending out periodical newsletters in the form of email. This will help to bridge the communication gap between teachers and parents.

To provide a more organized approach to parent involvement and parent volunteers, C.O.A.S.T. Charter School will have a teacher and PTO member named as Volunteer Coordinators. These Volunteer Coordinators will keep a list of parents who have asked to volunteer, take suggestions from teachers as to what help is needed, and reach out to parents for volunteer opportunities.

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.

Describe how the school, to the extent feasible and appropriate, coordinated and integrated parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducted other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children [section 1116(e)(4)].

Count	Program	Coordination
1	VPK Parent Training	The ESE Teacher /MTSS Coordinator and the VPK teachers will work together to coordinate activities for parents to implement with their children in their homes to help specific learning needs, as well as joint parent meetings to discuss transitioning from Pre-K to Kindergarten. COAST is its own feeder

		school and the PreK and Kindergarten classes have some combined activities throughout the year.
2	School Parent Newsletter	Sent out at the beginning of each month to all parents with school activities as well as suggested activities to do at home and posted on our website.
3	Parent Resources on School Website	Websites that parents can use as a resource to help encourage learning/interaction at home are also available.
4	Pastries for Parents	Annual event to get parents in for an informal visit to see the school and class activities. Invitations are sent home with the students as least two weeks prior to the event.
5	December around the World	December around the world is an annual event to build culture awareness within our school families. Event is on the school calendar at least 1 month in advance and invitations are sent home with students 2 weeks prior to the event.
6	Volunteer Coordinator	A teacher employed with the school and a PTO member will reside as the Volunteer Coordinators, Reaching out to parents to take part in volunteer opportunities. Stingray cards are used for parents who may not be able to give time however they want to help the school by bringing in items requested by the teachers to enhance class activities.
7	Preschool Programs	The school coordinates with preschool providers in Wakulla County and surrounding counties to transition children into kindergarten and to establish processes for transferring records to COAST. COAST also provides a full time VPK program on site making kindergarten an easy transition for returning students. The students are acclimated to the school environment and have the opportunity throughout the year to interact with the K-program.
8	ESOL/Title III	The school coordinates with the ESOL program to provide translation services for parents that do not speak or understand English.

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, and the rights of parents. [section 1116(c)(1) and (4)].

Count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agenda, handouts, and/or presentation materials that address the required components (school performance, school goals, parents' right to know, school wide program goals, etc.)	Title I Instructional Coordinator/Principal	September 12, 2019	Copies of agendas, handouts and other presentation materials such as PowerPoint slides.
2	Develop and disseminate	Title I Coordinator	August 30,	Copies of flyers and/or handouts with

	invitations		2018	date of dissemination.
3	Advertise/publicize event	Title I Coordinator	August 30, 2018	Posting on school website
4	Develop sign-in sheets	Title I Coordinator	September 12, 2018	Sign-in sheets for meetings
5	Maintain documentation	Title I Coordinator	September 12, 2018	Title I audit file housed in Title I resource classroom
6	Review Parent evaluation forms	Title I Coordinator	September 13, 2018	Summary of exit evaluations

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

Describe how Title I funds were used to promote family engagement by providing transportation, child care, or home visits, if applicable. [section 1116(c)(2)].

Response: The leadership and staff of C.O.A.S.T. Charter School have a strong belief in the importance of parent and family engagement and therefore have implemented measures by which we hope to offer parent meetings at times that are more accommodating to our parents'/guardians' schedules. Our parent meetings will be held at 5:30 or 6:00 p.m. with meals provided at every meeting. By scheduling the later meetings, we hope to reach those parents who work until 5:00 p.m. every day and fight traffic to get home by 5:30-6:00p.m.

In addition, our parent center will be open every school day from 8:00 a.m. until 3:30 p.m. for parents to pick up materials and/or meet with the Title I resource teacher, who is our parent facilitator. The parent facilitator will maintain records of parent participation and the schedules of the parent center and our parent meetings may be modified as needed based on parents' participation.

PTO Meetings will be held based on PTO member discussion of times and locations best meeting the majority of the members' convenience. Currently, some meetings are at 3pm and the others are at 6pm. In addition to the annual Title I Meeting and PTO meetings, C.O.A.S.T. will also have a Story Walk Festival, Winter Showcase, a Family Book Fair Night, Title I Parent Nights/Dinners, Parent Breakfast, Pastries for Parents, Science night with students, December around the world, and/or Lunch with students, etc. held at various times throughout the school year.

Surveys developed and provided by the parent facilitator will be given to parents to take home and fill out, with the request to send them back with their child, giving the school suggestions on better times, better practices, overall improvements needed, and/or comments on what the school is doing well and what needs improvement.

Pastries with Parents and Lunch with Students, are annual events that encourage parents to spend the day with their student. This event provides parents the opportunity to experience what a day at school is like for their student. It also, gives parents the opportunity to meet with their student's teacher and principal.

Building Capacity

Describe how the school will:

- Implement activities that will build the capacity for meaningful parent/family engagement,
- Implement activities that will build relationships with the community to improve student achievement,
- Provide materials and training to help parents work with their child to improve their child's academic achievement,
- Provide other reasonable support for parent/family engagement activities. [section 1116(e)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Florida Standards	Classroom Teachers	Parents will be provided with grade specific information outlining and identifying the Florida Standards being covered in their child's classroom. Information will be posted on each teachers' class website within C.O.A.S.T.'s website at [http://wakulla.fl.schoolwebpages.com/education/dept/dept.php?sectionid=75]. Parent Dinner Meeting program to visit their child's classroom and teachers perform mini lessons on Florida Standards.	August through May	Principal will document postings by each teacher. The principal will check to make sure the FOCUS calendars and/or Curriculum Timelines are being posted on the webpages.
2	Assessments discussed during individual conferences	Classroom Teachers and RTI Administrator	Teachers will conduct individual conferences to discuss each student's iReady assessment results, future expectations of improvement, and goals for the rest of the school year.	August through November	Conversation logs will be kept by each teacher
3	Positive student behaviors in class discussed through phone calls with parents	Classroom Teachers	This is a direct result of implementation of Positive Behavior Support (PBS) and helps create a more pleasant learning environment.	August through June	Conversation logs will be kept by each teacher
4	Parent Learning Night Activities; Reading and Math,	Title I Coordinator	Reading and Literacy sessions will be provided for parents. Information will include grade level strategies parents can use at home, and their corresponding assessment methods; Student	September	Sign-in sheets, handouts, agendas, and other presentation materials

	Student Safety,		safety will be presented in cooperation with the Wakulla County Sheriff's department		
5	Small group conferences regarding Technology and access to the parent portal for FOCUS	Title I Coordinator	The parent facilitator will provide help to parents in how to log-in and access the Parent Portal.	Initiate in September at the annual meeting and then on an as needed basis	Sign-in sheets, handouts, agendas, and other presentation materials
6	Volunteer Training	Volunteer Coordinator	Improved student achievement as community members provide support and tutoring to students individually and in small group. Each teacher trains volunteer.	August 2019	Volunteer sign-in sheets and progress monitoring data
7	Annual Title 1 Meeting	Title 1 Coordinator	Increased student achievement due to improved parent awareness and understanding of Title 1 programs and components involved to increase student performance across all academic areas	September 12, 2019	Sign-in and exit survey
8	Pastries for Parents	Principal	Increase parent involvement by providing an opportunity for parents to spend the day with their student.	November	Sign-in sheet
9	Parent Guardian Appreciation Day	Principal	Increase parent involvement by providing an opportunity for parents to spend the day with their student.	Spring	Sign-in sheet

Staff Development

Describe how the school educates teachers, specialized instructional support personnel, principals, school leaders, and other staff, with the assistance of parents:

- In the value and utility of contributions of parents,
- How to reach out to, communicate with, and work with parents as equal partners, and
- In implementing and coordinating parent programs, and building ties between parents and the school. [section 1116(e)(3)],

Count	Content and Type	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
-------	------------------	--------------------	---	----------	---------------------------

	of Activity				
1	Trauma Informed Schools	Principal	Informing teachers of traumas some students encounter and how to approach students and parents in trauma related situations.	August 2, 2019	Sign-in sheets, handouts, agendas, minutes and other presentation materials
2	Youth Mental Health Study	Principal/ Staff	Youth mental health training will train the staff to be able to assess needs of students who may be dealing with a mental health issue. Staff will be able to follow a path with the students to help cope with concerns that may be a clue into a developing mental health and be able to direct the student in a way to get them the help they need	July 25, 2019	Professional development training. Evidence of use in the classroom for students and staff to be able to build relationships that will have an effective academic result.
3	Mindset Book Study	Principal / Staff New Staff	Mindset will allow the staff a different understanding of their own potential and help to lead the students to understanding their own powerful potential.	Fall/Winter	Book Study Sessions and evidence of use in the classroom for students.
4	Fostering Resilient Learners Book Study	Principal/ Staff	Book Study with Mrs. Howard from FDLRS Meeting the needs of our students who are dealing with stress factors of individual life challenges.	Fall 2019	Book Study Sessions to build confidence and understanding of resilient learners
5	Staff Training for Family Friendly Schools	Principal/Title I Coordinator	Teachers will learn how to set up and execute parent teacher conferences as well as ways to involve parents in the classroom. <i>Beyond the Bake Sale</i> will be used with staff to incorporate successful family engagement strategies. Policies ensuring the safety and confidentiality of students is reviewed. Teachers learn what duties classroom volunteers can perform. Student achievement will increase due to increased student supports in the classroom.	New Session Quarterly	Sign-in sheets/handouts and materials

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren)? [section 1116]

Response: The COAST PIRC (Parent Information and Resource Center) will be open to all parents during regular school hours, during school days. Parents are notified that copies of any and all school reports on School Grade and accountability report are available upon request. Also, they are provided with pamphlets and books (to check out) about various topics ranging from nutrition and FSA prep to the County Library hours to local information.

In addition to the PIRC, parents are invited and encouraged to attend our Title I Parent Nights about nutrition and how to help their children become better students starting with small steps at home. Both activities will be assessed using a brief survey of parents. With the results of the surveys, the Title I Coordinator will determine if either activity was successful in encouraging parents to participate in their child's/children's education.

C.O.A.S.T. will continue expand and enhance the parent information centers by expanding the resources available for parents and adding additional hours for parent access. There will be a review of inventory and the PIRC hours will be announced in the newsletter sent home to parents. Parent Resource Center will be open during all parent mass meetings and PTO meeting.

Features of various books/DVDs pertinent to student improvement will be included in the principal's parent newsletter.

Communication

Describe how the school will provide parents of participating children the following:

- Timely information about the Title I programs [section 1116(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 1116(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 1116(c)(4)(C)]

If the school-wide program plan under Section 1114(b) is not satisfactory to the parents of participating children, the school will submit the parents' comments with the plan that will be made available to the local education agency [section 1116(c)(5)].

Response: In order to guarantee timely notification and delivering of information to parents on Title I programs such as Open House, the Title I Annual Meeting, PTO Meetings, SAC Meetings, the District Title I Parent Night, Award Ceremonies, Title I Parent Information Dinners and the following methods will be used:

Flyers will be given out to parents well in advance of the meeting(s), due dates, activity, or release of information. As the date of the Title I program approaches, reminders will be sent home, as well as a phone call home using the Ed-Connect message system in the county. When necessary, an ad in the local newspaper will also be published; the ads are more specifically for activities such as Open House. The school website will be 100% implemented this year, providing yet another avenue of dissemination to parents. Newsletters home will be distributed and will provide parents with upcoming dates of Title I programs, interim assessments, and other pertinent information.

Parents will be provided with a copy of the Parent and Family Engagement Policy at the first Title I Parent Night. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the principal or the School Advisory Council (SAC) Chair who shall place the comments on the agenda in the next SAC meeting.

All of our Title I programs and activities are developed to promote a family-friendly environment so that parents are able to participate without having to find childcare. Activities are also set for times that are generally available for the majority of our parents to attend and be involved.

In order to assure these notification methods are working, brief surveys will be given to parents throughout the school year asking for their suggestions on how to improve the next parent involvement activity.

Accessibility

Describe how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Describe how the school will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

[sections 1116(e)(5) and 1116(f)]

Response: The Parent and Family Engagement Policy will be summarized into a brochure that will be printed in English and provided to all parents at the Title I Annual Meeting in September. The brochure will briefly discuss the major components of the policy and will provide the parents with the necessary information on how to receive a complete hard copy upon request. In addition, hard copies will be available at the parent resource center at the school. The complete Parent and Family Engagement Policy will be posted on C.O.A.S.T.'s website.

Every effort will be made to engage and provide resources for parents with disabilities or for parents who do not speak English. Written communication will be provided for parents in English but will be translated upon request. The English Language Survey results will be used to determine the number and specific needs for translations into a language other than English, should it be necessary. District personnel will run the Language Survey report monthly to determine any changes based on fluctuations

in C.O.A.S.T.'s student population.

The school will use TDD for parents who are hearing impaired as well as will use ConnectED phone call to further assist parents who have reading difficulty in being aware of school activities.

Barriers

Describe the barriers that hindered participation by parents during the previous school year (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 1116(a)(D)(i)]

Count	Barrier (Including the Specific Subgroup)	Steps the School will take to Overcome
1	Economically disadvantaged families are in high numbers at COAST	Coast will continue to provide dinner meetings 2-3 times per year and offer community resources and assistance to our families. COAST will offer free school supplies at Open House.
2	Parents are unable to provide childcare for meetings and feel they are not able to benefit from the meetings	COAST will plan child activities and staff to monitor children during the activities so that Parents are able to enjoy and learn from the activities/meetings.

Evaluation of the previous year's Parent and Family Engagement 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 1116(e)(1-2)]. Include participation data on the Title I annual meeting.

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Spring Showcase & Parent Night	4	40	Improved due to increased parent knowledge of specific grade-level expectations and curriculum mapping as well as the opportunity to build a working relationship with their child's teacher.
2	Science Day	1	60	Building the interest in different fields and showing the hands on lab side of learning gives parents the opportunity to do activities with the students. Improved the interest of study in the world of science.
3	Parent/Guardian Appreciation Day	1	50	Improved student achievement due to increased involvement of positive student role models.

4	Title 1 Dinner	1	80	Improved achievement due to increased parent knowledge of Title I and how to reinforce curriculum and assessment at home. Student achievement is also increased by offering parents information about how to get involved in their child's education such as volunteering, attending events, and communicating with teachers.
---	----------------	---	----	---

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 1116 (e)(3)].

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Mindset, The New Psychology of Success ¹	1	14	Great impact as teachers are able to find means of communication through students and parents. Understanding mindset to fully understand and learn to fulfill our full potential in success.
2	Staff Training for Volunteers	1	14	School and District policies ensuring the safety and confidentiality of students is reviewed. Teachers learn what duties classroom volunteers can perform. Therefore, student achievement will increase due to increased student supports in the classroom.
3	Staff Training for Family Friendly Schools	1	14	Teachers will learn how to set up and execute parent teacher conferences as well as ways to involve parents in the classroom. <i>Beyond the Bake Sale</i> will be used with staff to incorporate successful family engagement strategies. Policies ensuring the safety and confidentiality of students is reviewed. Teachers learn what duties classroom volunteers can perform. Student achievement will increase due to increased student supports in the classroom.

Attachments

- Student/Parent/Teacher Compact
- Evidence of parent input on development of:
 - PFEP
 - Compact

