OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part

with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).		
	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Families with limited English	*Provide a translator for specific parent conferences and send materials home in the home language the amount of ESOL students are increasing *Hire a ESOL Para to assist with translations
2)	Outdated Materials	*Increase purchasing for the Parent Involvement Center *Increase the amount of puzzles and games

Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?
Increase check-out of new resources and increase the use of the Parent Involvement Room Increase parent involvement by having each grade level do a performance and time that with a Parent Academy

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

English, Spanish, Tagalog, Korean, Burmese, Vietnamese, Thai, and Mayan

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

Cedar Hills Elementary will share information and notify parents/ guardians through a variety of means including Focus, DoJo, School Messenger, marquee, flyers, agendas, monthly grade level newsletters, and Tuesday Folders at least two weeks in advance of any event. Copies of all the flyers, newsletters, surveys, and teacher/parent feedback forms will be used for monitoring purposes. The purposes of monitoring communication is to ensure all parents receive information in their native languages and in a timely manner.

How will

Conference Times:

* Conference Afternoon on October 2020. The teachers are available to conference from 1:00-4:00

* Conference Afternoon on January 2021. The teachers are available to conference from 1:00-4:00

* Conference Afternoon on March 27, 2021. The teachers are available to conference from 1:00-4:00

* Parents can call the school and set up a virtual conference through TEAMS during the lanning time, before school or after school

SAC and PTA: The Cedar Hills SAC and PTA meet monthly on the third Tuesday of every month starting at 5:00.

Cedar Hills Elementary will share information and notify parents/ guardians through a variety of means including Focus, DoJo, School Messenger, flyers, agendas, monthly grade level newsletters, Tuesday Folders and the school's marquee at least two weeks in advance of any event.

How will the school submit parents' and families' comments to the district Title I office if there are

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)]
Cedar Hills Elementary conducted a Climate Survey for Parents. One question on the survey askes the parents what meeting times would work best for their family.
What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.
Included in the Power Point are: -School Compact
Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.

(

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each

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?

is shared with the Parents/ Guardians:

- Introductions
- Agenda
- Education as a Key to Success
- School Grade and AYP
- Left Behind
- Title 1 Works
- Supplemental Support
- should we use the Parent-