

2024-2025 Annual Title I Parent Meeting

Graham School

Dr. N Hunter-Mc Gregor – Principal

Mrs. F. Mendoza – Assistant Principal

Mrs. A . Strozza – Title 1 Coordinator

AGENDA ITEMS

- Greetings –What is Title I?
- Parent's Right
 - To be involved in their child's education.
 - To know the amount of Title I funds set aside for parental involvement.
 - To be involved in how those funds will be spent.
- Annual Review of the District Parent and Family Engagement Policy
- Discussion of Home – School Compact
- Upcoming Extended Learning Opportunities
- District Parent Liaisons
- Upcoming Family & Community Engagement Events



WHAT IS TITLE I?

WHAT IS TITLE I?

- The Title I program provides financial assistance through State educational agencies (SEAs) to local educational agencies (LEAs) and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards. Title I reaches about 12.5 million students enrolled in both public and private schools. Title I funds may be used for children from preschool age to high school, but most of the students served (65 percent) are in grades 1 through 6; another 12 percent are in preschool and kindergarten programs.

EVERY STUDENT SUCCEEDS ACT (ESSA)

The U.S. Department of Education approved New York's Every Student Succeeds Act (ESSA) plan in January 2018. In developing the plan, NYSED engaged diverse groups of stakeholders to solicit recommendations on how to craft an ESSA plan that best meets the needs of the state's students, schools, and communities. The plan emphasizes fostering equity in education for all students and expands measures for school accountability and student success.



PARENT'S RIGHT TO KNOW

5

Things every parent should know about New York State's plan for the Every Student Succeeds Act



What is ESSA?

The Every Student Succeeds Act (ESSA) is a law that outlines how states can use federal money to support public schools. In January 2018, the federal government approved New York State's plan to spend the approximately \$1.6 billion the state receives annually under ESSA.

Why does it matter?

New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2016, New York State asked for feedback to design a plan that improves equity, access, and opportunity for *all* students.

What do parents need to know?

Below are highlights of important elements for parents and families in the plan. We encourage you to visit [the ESSA Section of NYSED's website](#) to learn more about the plan.

1

New York State values a well-rounded education for all.

Parents and families should know how their child's school is performing in many areas, not just academic subjects.

Schools and districts will be measured annually on these indicators

For all schools

- English language arts
- Math
- Science
- Progress in learning English (for those who are learning English as an additional language)
- Chronic absenteeism (absent 10% or more instructional days)

For high schools

- Social studies
- Graduation rate
- College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.

Future indicators

- Out-of-school suspensions (beginning with 2018-19 results)
- Being ready for high school (once data becomes available)

2

New York State wants to reduce testing time and improve the testing experience.



State tests in grades 3-8 English and math will be reduced from three to two days each.

95%

The law requires that 95% of students in each tested subgroup take the appropriate state tests. New York State will work with parents, schools, and districts to increase participation.



New York State will continue to translate state math and science tests into more languages, and when funding becomes available, will create a language arts tests in students' native languages.

3

New York State will help teachers and school leaders be ready for success and ensure that all students have access to an excellent educator.



The state will look at changes in how teachers and leaders are prepared to make sure they are ready on day one.



New York State has many excellent teachers. We will ensure that all schools have the ability to attract and keep them.

4

New York State is piloting a process to ask parents for additional help when their child's school is identified for improvement.



If your child's school is identified as low-performing ...



... then it will have to ask parents, teachers, and students how they think the school can do better ...



... and you will be able to participate in deciding how your school spends part of the federal money it receives to improve.

5

New York State will provide parents with a more complete picture of their child's school.



New public reports will show information on student test scores, graduation rates, and other outcomes for schools, districts, and the state, consistent with privacy laws.

The reports also will give information on things parents care deeply about, such as class size or opportunities for students to participate in the arts.

Parents will know how much each school is spending per student through the new reports.



The New York State Education Department will use the information in these reports to help districts adjust spending or come up with new ways to meet students' needs.

FACT SHEET FOR PARENTS



ESSA Accountability & New York Schools: Understanding New School Ratings

The Every Student Succeeds Act, or ESSA, the main federal law for K-12 public education, aims to ensure all children get a quality education. The law requires that states hold public schools accountable for how students achieve. ESSA does give states flexibility—their accountability systems can measure much more than just test scores.

ESSA promotes educational equity, which means that all students succeed and thrive in school no matter who they are, where they live, or where they go to school. Accountability systems help make this possible by sparking an honest conversation about what schools are doing well and what they need to do to improve. Accountability systems provide opportunities to learn from high-performing schools and direct funds and resources to districts and schools that need to improve.

The New Accountability System

The New York State Education Department (NYSED) has established a new set of indicators to measure school performance. NYSED developed these indicators with the input of thousands of people statewide—parents, educators, and experts. The new indicators go beyond a narrow focus on measuring achievement in English language arts and mathematics. They include other core subjects, such as science and social studies, and have a much stronger focus on student growth and school progress. Assessments are still an important part, but the new accountability system offers a more complete look at how a school is performing. The new system also includes nonacademic measures of school performance.

The new indicators include student academic achievement, student growth and school progress, progress of English language learners, chronic absenteeism, and, for high schools, graduation rates and preparing students for college, career and civic engagement.

For each of these indicators, every school earns a score of “1” to “4.” One is the lowest. Four is the highest. Schools get a score for all students and for student subgroups, such as members of racial and ethnic groups, low-income students, students with disabilities, and English language learners.



How Schools are Classified

The accountability system classifies schools into one of three categories: In Good Standing, a Comprehensive Support and Improvement (CSI) school, or a Targeted Support and Improvement (TSI) school. Both CSI and TSI schools are eligible for additional support.

A school can be identified as CSI because the school performs at level “1” on a combination of the new indicators or for high schools, if for all student groups, the graduation rate is less than 67 percent. Beginning in 2018-19, New York will identify every three years at least 5 percent of all schools statewide as CSI.

A school can be identified as TSI if one or more student subgroups performs at a level “1” on a combination of the new indicators. If a school had been in Good Standing, then it takes two years of low performance before the school becomes TSI.

How the Rankings are Put to Work

This classification system is all about achieving equity. By identifying schools that need the most attention, NYSED and school districts can focus resources on these schools.

If your child's school has been identified as a **CSI school**, several steps will happen:

- Your school will conduct an assessment to determine what works well and what does not. Parents and community members will have the opportunity to take part in this. Then, your school will develop a school improvement plan.
- Once approved by the district and the state, the improvement plan will be implemented. It will include at least one school-wide improvement strategy. This could include changing how funds are spent or strengthening how classrooms support students' social and emotional health. Teachers and staff will take part in professional development. And your school will be eligible for funds to support the improvement strategy.
- Your school will ensure that parents and students have opportunities to help decide how some school funds are spent or engage in other activities that give voice to students and parents.
- If your school does not improve, additional actions will be required, and if low-performance persists a school may be placed into Receivership.

If your child's school has been identified as a **TSI school**, several steps will happen:

- Your school will conduct an assessment to determine what works well and what does not—parents and community members will have the opportunity to take part in this. Then, your school will develop a school improvement plan.
- Once approved by the district, the improvement plan will be implemented, including at least one school-wide improvement strategy. Your school will receive additional technical support from the district.
- Your school will survey parents, teachers and students every year.
- If your school does not improve after several years, your school could be classified as CSI.

Thank you for your support as your school, district and the state work to ensure an excellent education for all students. Please contact your school's principal to learn how you can be involved in building a stronger school.



PARENT'S RIGHT TO BE INVOLVED

WHAT ARE SOME WAYS PARENTS CAN BE INVOLVED IN THEIR CHILD'S EDUCATION?

- Encourage learning at home
- Help with coursework (homework and special projects)
- Be an advocate for your child(ren)
- Communicate with teachers and administrators
- Attend Parent-Teacher Conferences, school events, etc
- Join the PTA/PTSA organizations
- Volunteer a few times a year



TITLE I FUNDS

PURPOSE OF ALLOCATION

Ensure that all children have fair, equal, and significant opportunity to obtain high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments.

FUNDING

Title I Targeted Districts identified for 2024-2025 will receive the following allocation(s):

- Targeted District: \$50,000 per district;
- Comprehensive Support and Improvement School: \$225,000 per school; and
- Targeted Support and Improvement School (TSI): \$75,000 per school

USE OF TITLE I FUNDS

Title I funds are to be used to:

- **Directly impact student achievement** by:
 - Providing additional services that increase the amount and quality of instructional time
 - Providing students with an enriched and accelerated academic program
 - Significantly elevating the quality of instruction
 - Affording parents substantial and meaningful opportunities to participate in the education of their children.
- Fund supplementary programs
- Fund supplementary materials and staff
- Fund programs and services that specifically support students with the greatest academic need

2024-2025 PARENT AND FAMILY ENGAGEMENT FUNDS

Benjamin Turner Academy	\$1,687.00	Mount Vernon Honor Academy	\$1,303.00
Denzel Washington School of the Arts	\$1,793.00	Mount Vernon Leadership Academy	\$2,115.00
Edward Williams School	\$1,874.00	MV STEAM Academy	\$2,755.00
Graham School	\$1,547.00	Parker School	\$1,527.00
Grimes School	\$1,631.00	Pennington School	\$1,460.00
Hamilton School	\$1,449.00	Rebecca Turner Academy	\$ 357.00
Lincoln School	\$2,171.00	Traphagen School	\$1,266.00
Mandela/Zollicoffer School	\$1,862.00	*Private Schools	\$1,231.00
Mount Vernon High School	\$4,809.00	**District	\$1,683.00
Total \$34,887.00			



ANNUAL REVIEW OF THE DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY

ACCESS THE PARENT AND FAMILY ENGAGEMENT POLICY


Visit the district website www.mtvernoncsd.org

- Click [Our District](#)
- Click [Board of Education](#)
- Click [Board Policies](#)
- In the search button (top right) enter: [Policy #3170](#)
- The revised policy was approved Sept 15, 2020



TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

The Mount Vernon Board of Education believes that positive parent and family engagement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. The Mount Vernon Board of Education also believes that ongoing parental engagement is a responsibility that is shared by both the school and family during the entire period the child spends in school. Parent and family engagement may take place either in the classroom or during extra-curricular activities. However, the Board also encourages parent and family engagement at home (e.g., planned home reading time, informal learning activities, and/or homework "contracts" between parents and children). The Board directs the Superintendent of Schools to develop a home-school communications program to encourage all forms of parent and family engagement.

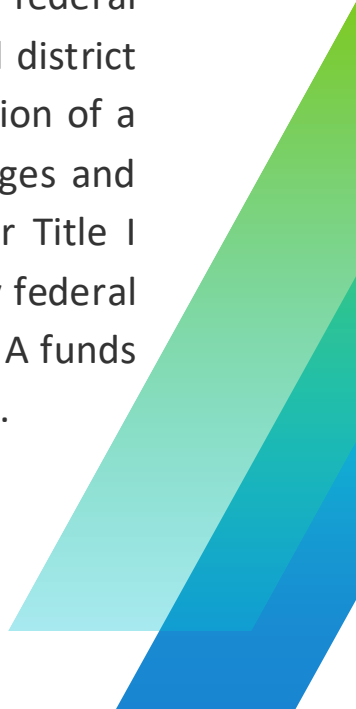




TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Title I Parent and Family Engagement Policy

Consistent with the parent and family engagement goals of Title I, Part A of the federal Every Student Succeeds Act (ESSA), the Board of Education charges the school district staff and parents with the development, implementation, and regular evaluation of a district-wide and individual school parent engagement program that encourages and support participation of parents and family members of students eligible for Title I services in all aspects their children's education. Further, as further required by federal law, the Board of Education will ensure that all its schools receiving Title I, Part A funds develop and implement school-level parent and family engagement procedures.






TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Purpose:

This policy seeks to strengthen the partnership among parents/caregivers, the community, staff, schools, the Superintendent, and the Board by providing for parent and family involvement on multiple levels throughout the District. This partnership will be further strengthened by expanding learning opportunities that help individual parents support their children at home. Such learning opportunities shall be offered at, but not limited to the Mount Vernon City School District Parent Teacher Association Council, school-based and community-based parent/family engagement teams led by MVCSD Parent Liaisons, the Special Education Parent Advisory Council, the Bilingual & English as a New Language Parent Advisory Council (BEPAC), and other parent groups. This policy outlines areas in which parents (families) can participate in local school and district-wide matters and is supplemental to rights of parents guaranteed by Board of Education policy and state and federal laws.



TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

This policy in no way eliminates an individual parent's right to make his or her feelings known at any level in the District on any topic of concern, nor does it prevent the District from involving individual parents in appropriate situations.

The Mount Vernon Board of Education defines parent and family engagement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-


- a) that parents and family members play an integral role in assisting their child's learning.*
- b) that parents and family members are encouraged to be actively involved in their child's learning.*
- c) that parent and family members are full partners in their child's education and are included as appropriate, in decision-making and on committees to assist in the education of their child.*
- d) the carrying out of other activities, such as those described in ESSA Section 1116.*



TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

The federal definition of the term “parents” refers to a natural parent, legal guardian or other person in parental relation (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).

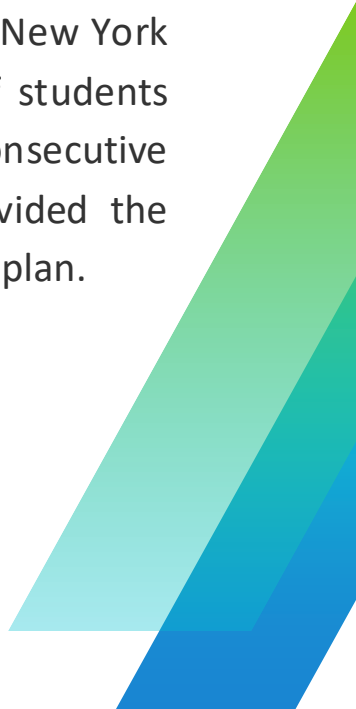
District and school-level Title I (ESSA) parent and family engagement programs, activities and procedures will provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under the law in a format and, to the extent practicable in a language parents understand.





TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

As further required by federal law, parents and family members of students eligible for Title I services will be provided an opportunity to participate in the development of the District's Title I plan, and to submit comments regarding any aspect of the plan that is not satisfactory to them. Their comments will be forwarded with the plan to New York State Education Department. Additionally, parents and family members of students that attend a school that fails to make adequate yearly progress for two consecutive years and is identified as a school in need of improvement will be provided the opportunity to participate in the process of developing a school improvement plan.






TITLE I PARENT AND FAMILY ENGAGEMENT POLICY


Parent and Family Participation in Development of District-Wide Title I Plan

The Board, along with its Superintendent of Schools and other appropriate District staff will undertake the following actions to ensure parent and family involvement in the development of the District-wide parent and family engagement plan:

- ◆ Meetings and parent workshops will be held during flexible times and at accessible locations within the District to provide greater access.
 - ◆ The District will communicate with its families/stakeholders via phone, written notices, mail, e-mail and/or by posting on the District's website and/or social media periodically throughout the year.
 - ◆ Parents and family members will be offered opportunities to participate in various committees at the schools and District-wide.
- 



TITLE I PARENT AND FAMILY ENGAGEMENT POLICY


- ◆ The District shall work in partnership with the Mount Vernon PTA Council.
 - ◆ Families will be surveyed at least yearly to determine the level of satisfaction with parent and family engagement activities.
 - ◆ The District will develop both appropriate collaboration and roles with community-based organizations and businesses to support parent and family activities.
 - ◆ The District will conduct the Annual District-wide Title I Parent Meeting.
- 



TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Development of School-Level Parent and Family Engagement Plans

The Superintendent of Schools or other designated personnel will ensure that all District schools receiving federal financial assistance under the Title I, Part A, are provided technical assistance and all other support necessary to assist them in planning and implementing effective parent and family engagement programs and activities that improve student achievement and school performance. Individual schools are encouraged to develop and maintain programs and activities to meet the needs of their parents and families.






TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

As appropriate, to meet individual local needs, the Superintendent of Schools or designated personnel will:

- ◆ Offer parent and family workshops on literacy and math strategies for parents.
- ◆ Invite parents and families to celebrations and family activities.
- ◆ Provide consistent and accurate translated documents.
- ◆ Offer workshops by ENL staff on how to support first and second language development in the home.
- ◆ Offer programs, activities, and procedures that will assist in training and supporting parents and families to increase engagement.

Each Title I school, in consultation with parents and family members of participating children, shall adopt the District-wide policy as its school level policy or develop its own school level policy in compliance with the requirements of ESSA.



TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Building Capacity for Parent and Family Engagement

To build parent capacity for strong parent and family engagement to improve their child's academic achievement, the District and its Title I, Part A schools will, at minimum:

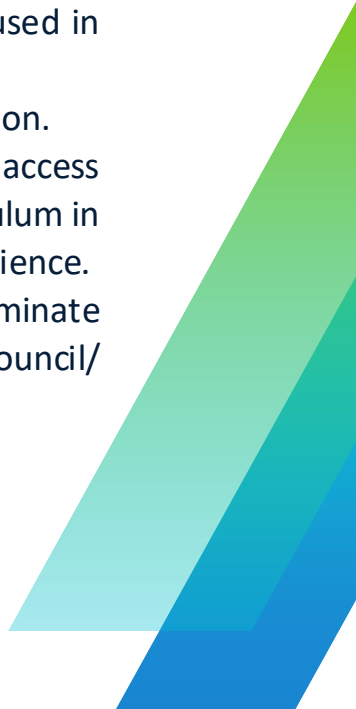
1. Assist parents in understanding such topics as the state's academic content and student achievement standards, state and local academic assessments, Title I requirements, how to monitor their child's progress and how to work with educators to improve the achievement of their child. To achieve this objective, the District and its Title I schools will:

- a) Offer parent and family workshops at both the school level and District-wide.
- b) Provide parents with a bi-annual progress report from their child's Title I support teacher.
- c) When requested and/or if necessary, offer parent-teacher phone conferences in addition to regular parent-teacher conferences.
- d) Provide informational materials and/or resources to assist parents in playing a role in their child's learning.
- e) Offer parents and family members training on how to access the parent portal, which allows them to view report cards in their native languages.
- f) Utilize the District's website.



TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

2. Provide materials and training to help parents and family members work to improve their child's academic achievement. To achieve this objective, the District and/or its Title I schools will:


- a) Offer parent and family workshops at both the school level and District-wide.
 - b) Assist parents and family members in supporting the instructional practices used in the schools at home, particularly in the areas of math and literacy.
 - c) Forge community partnerships that will help support the school-home connection.
 - d) Encourage parents and families to participate in library programs and to access books, articles, and other media to extend and enrich the District's core curriculum in literacy as well as the other content areas including math, social studies, and science.
 - e) Post resources on the District website and/or social media as well as disseminate resources to parents, families, school principals, and the Mount Vernon PTA Council/Parent Teacher Associations/Parent Teacher Student Associations.
- 



TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

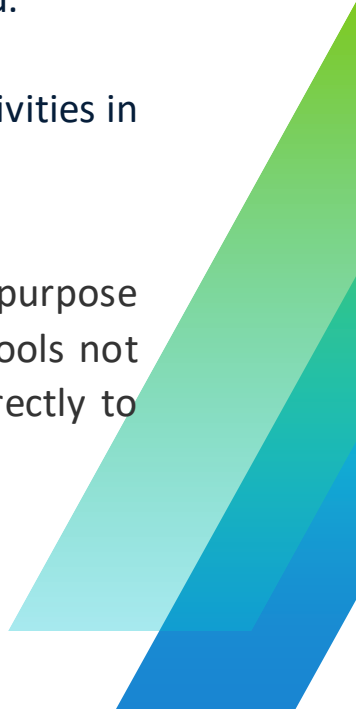
3. Educate teachers, Student Services personnel, principals, and other staff in understanding the value and utility of a parents' contributions and on how to:
- a) Reach out to, communicate with, and work with parents and family members as equal partners.
 - b) Implement and coordinate parent and family programs.
 - c) Building relationships between parents/families and the schools.
 - d) Encourage parents and families to utilize the public library system

To achieve this objective, the District and its Title I schools will work closely with parents and family members through a variety of means to provide support and assistance related to student academic/development progress.





TITLE I PARENT AND FAMILY ENGAGEMENT POLICY


4. Ensure that information related to school and parent-related programs, meetings, and other activities is sent to the parents and families of children participating in Title I programs in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.
 5. Provide such other reasonable support for parent and family engagement activities in accordance with this Policy as parents may request.
 6. The District shall reserve one percent (1 %) of its of Title I allocation for the purpose of promoting parent and family engagement and shall distribute to Title I schools not less than ninety-five percent (95%) of the one percent (1%) reserved goes directly to the schools.
- 



TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Coordination of Parent and Family Engagement Strategies


The District shall, to the extent feasible and appropriate, coordinate and integrate strategies adopted to comply with Title I, Part A parent and family engagement requirements with early childhood program(s) currently within the District. The District will coordinate and share early literacy practices with preschool partners such as, Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and/or State-operated preschool programs.





TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

The District will do this by:

- ◆ offering parent workshops at the school level and District-wide on topics such as literacy and math based on community needs.
 - ◆ offering family engagement workshops on child development, mental health care, and stress management; and/or
 - ◆ building and strengthening relationships among early childhood program(s) within the District, parents, and the public library system.
- 



TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

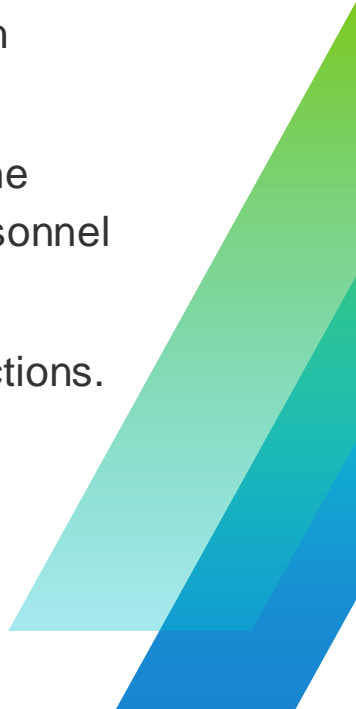
Review of District-Wide Parent and Family Engagement Policy

The Board, along with its Superintendent of Schools and other appropriate staff, will conduct, with the involvement of parents and families, an annual evaluation of the content and effectiveness of this Parent and Family Engagement Policy in improving the academic quality of Title I schools. This review shall include identifying barriers to greater participation by parents and families in activities under this policy, assessing the needs of parents and family members to assist in their child's learning, and determining strategies that will support successful school and family interactions.

To facilitate this review, the District will annually monitor through surveys and feedback, parent and family participation at school events the effectiveness of the District's Title I parent and family engagement policy. The survey shall be coordinated by the Office of School Improvement. The findings of the survey shall be reviewed and evaluated by the District and will be used to design evidence-based strategies for more effective parent and family engagement. Following the review, and if necessary, the policy shall be revised.



POLICY REVIEW

- Evaluating the content and effectiveness of its district-level Parent and Family Engagement Policy in improving the academic quality of all Title I schools:
 - (i) Identifying the barriers to greater participation by parents in activities authorized Title I, Part A;
 - (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - (iii) strategies to support successful school and family interactions.
 - Distribution of District Parent and Family Engagement Policy
 - Development of a Sub-Committee to review and revise the policy.
- 

DEVELOPMENT OF SUB-COMMITTEE TO REVIEW/REVISE THE POLICY

Email your name, email and
telephone to by April 30th :

CC: ccollins@mtvernoncsd.org




DISCUSSION OF HOME - SCHOOL COMPACT




HOME-SCHOOL COMPACT

School and the parent of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) reauthorized as the Every Student Succeeds Act (ESSA), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the New York State Standards.



This Home-School Compact will be in effect during the 2023-2024 school year and will be reviewed annually.

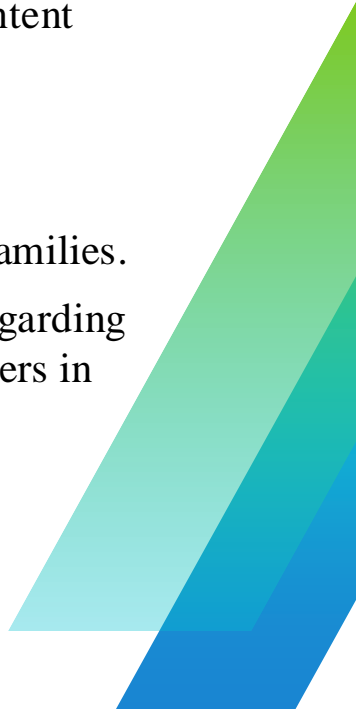




HOME-SCHOOL COMPACT

School Responsibilities

The agrees to:

- Provide equitable, rigorous, innovative learning opportunities across all content areas through a STEAM lens.
 - Provide a safe environment conducive to learning.
 - Respect and value the wide variety of cultural differences of students and families.
 - Communicate effectively and frequently with students and their families regarding individual student progress, as well as opportunities to be meaningful partners in learning.
 - Promote a family-friendly atmosphere where visitors are welcomed and encouraged to become actively involved.
- 

HOME-SCHOOL COMPACT

The Family agrees to:

- Ensure that the student attends school regularly, is on time, prepared, and dressed appropriately.
- Monitor homework assignments and notify the teacher if problems with completion arise.
- Monitor student progress on Infinite Campus.
- Attend Parent Teacher Student Association meetings.
- Attend grade level student meetings.
- Partner with teachers in the teaching and learning process.
- Promote a positive use of my child's extracurricular time.
- Visit and communicate with the school frequently and attend mutually scheduled parent/teacher conferences.
- Volunteer or assist the school as often as possible and ask for assistance when needs arise.
- Participate, as appropriate, in decisions relating to my children's education.
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.



UPCOMING EXTENDED LEARNING OPPPORTUNITIES

EXTENDED LEARNING OPPORTUNITIES

■ Academic Power Hour

■ Monday, Tuesday, Thursday

- Date: November 12 – may 22, 2025
- Time: 3:00pm – 5:00pm
- Location: all schools



DISTRICT PARENT LIAISONS

DISTRICT PARENT LIAISONS

Name	Assigned Schools	Contact
Belfor, Shanygne	Mount Vernon High School Traphagen School	Tel: 914-308-4347 Email: sbelfor@mtvernoncsd.org
Greenwood, Sheba	Benjamin Turner Academy Rebecca Turner Academy Williams Elementary School	Office: 914-625-2620 Email: sgreenwood@mtvernoncsd.org
Graham, Veronica	Graham School Holmes School	Tel: 914-308-4248 Email: vgraham@mtvernoncsd.org
Gutierrez, Maura	Hamilton School MV Leadership Academy	Tel: 914-308-4220 Email: mgutierrez1@mtvernoncsd.org
Prelvukaj, Dardane	MV STEAM Academy Parker School	Tel: 914-308-4281 Email: dprelvukaj@mtvernoncsd.org
Smith, Elizabeth	Denzel Washington School of Arts Grimes School Lincoln School	Tel: 914-308-4251 Email: esmith1@mtvernoncsd.org
Valdovinos, Pamela	Mandela School Pennington School	Tel: 914-308-4340 Email: pvaldovinos@mtvernoncsd.org



UPCOMING FAMILY AND COMMUNITY ENGAGEMENT EVENTS



UPCOMING FAMILY & COMMUNITY ENGAGEMENT EVENTS



NEXT STEPS