

SAUGANASH SCHOOL: 2020-2022 CIWP COLLABORATION

Purpose:

This resource is intended to support virtual collaboration for the 2020-2022 CIWP development. You can use the Google Documents Collaboration Templates below to draft the CIWP more collaboratively in a virtual space with your team. Be sure to enter the completed information into the appropriate component section at CIWP.cps.edu. These are NOT official submission templates. This is an OPTIONAL resource. Use whichever templates are helpful based on the components your team still needs to develop.

Note: The official CIWP templates for Areas of Critical Need and Root Cause Analysis are already available in a Google docs format therefore, you may continue using your original versions for collaborative CIWP development.

[Feel free to reference the sample CIWP linked here.](#)

CIWP Google Doc Collaboration Templates:

Area of Critical Need (use your existing CIWP Google sheet)

[Goal Setting](#)

Root Cause Analysis (use your existing CIWP Google sheet)

[Framework Priorities](#)

[Theory of Action 1](#)

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[Parent and Family Plan](#)

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Goal Setting

You can use this linked [Goals template](#) to enter drafts of Goals. This is in Google sheets so you can still use the same drop-down options that are available to you via the CIWP website.

There are 4 tabs (ES Goals Template, HS Goals Template, Combined ES HS Goals Template, Options Goals Template) in this sheet; use the tab that is most relevant based on your school type.

Framework Priorities

SEF Categories	Area of Focus (Priority) Number (Number 3-5 categories)
Depth and Breadth of Student Learning and Quality Teaching: MTSS	
Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	
Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	
Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	
Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	
Quality and Character of School Life: Physical and Emotional Safety	
Quality and Character of School Life: Relational Trust	4
Quality and Character of School Life: Student Voice, Engagement, and Civic Life	1
Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	
Quality and Character of School Life: Family & Community Engagement	

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Theory of Action 1: Student Voice, Engagement, and Civic Life

IF WE DO:

a shift in pedagogy to a student led and teacher facilitated environment and use a gradual release of responsibility model

THEN WE SEE:

a safe and inclusive classroom environment where students are able to take pride in and share their diverse perspective, develop a growth mindset by taking risks, building intrinsic motivation, problem solving, and persevering towards goals

WHICH LEADS TO:

students acting as global citizens that respect and appreciate other cultures and backgrounds. This should lead a decrease in student escalated referrals and logged incidents. Also, students will have autonomy over their learning, developing self efficacy and achieving success as seen by an increase in the school average for both REACH components 2.b. & 3.b. (2.b. - Establishing a Culture for Learning) (3.b. - Using Questioning and Discussion Techniques)

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible as anticipated [funding sources or budget categories to fund](#).

- Coaching Colleagues to Support and Increase Productive Talk Moves
- Professional Development; Teacher Extended Day Buckets to complete Productive Talk Seminars to the rest of the staff,
- Substitute Teacher Bucket Funding for (Instructional Rounds, Professional Development, REACH 2.b & 3.b)

Tags

#SSCE
#Science
#OSEL

Area(s) of Focus

Student Voice
Civic Engagement
PK-12 Civic Learning
PK - 12 Social Science
Culturally Sustaining Pedagogy
Disciplinary Literacy
Student Leadership

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	<i>Community Based Learning</i> <i>Student Discourse</i> <i>Social and emotional support</i> <i>SEL instruction</i> <i>Supportive School Environment</i> <i>Supportive Classroom Environment</i>
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Use this [Tags Guidance Deck](#) to select the appropriate tags for your theories of action.
[CIWP Tags Guidance for Schools](#)

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Theory of Action 2 Instruction

IF WE DO:

Develop a school-wide focus on discussion techniques within all content areas for our students, with a special focus on our EL students and our Diverse Learners

THEN WE SEE:

Students developing their understanding more deeply through critical thought, being able to organize their thinking, and build a stronger vocabulary which will translate to strengthen literacy, writing, and mathematical skills

WHICH LEADS TO:

An increase of literacy growth from 72% to 74% for EL students, especially Hispanic subgroup as measured by NWEA-Map SQR metrics, as well as, increased math growth from 60% to 62% for our DL students as measured by the NWEA - MAP SQR metrics.

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible as anticipated [funding sources or budget categories to fund](#).

- Coaching Colleagues to Support and Increase Productive Talk Moves
- Professional Development; Teacher Extended Day Buckets to complete Productive Talk Seminars to the rest of the staff,
- Substitute Teacher Bucket Funding for (Instructional Rounds, Professional Development, REACH 2.b & 3.b)

Tags

Area(s) of Focus

<p>#OLCE #Literacy</p>	<p><i>Frequent Processed-Based Writing</i> <i>Effective and Rigorous literacy instruction</i></p>
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Use this [Tags Guidance Deck](#) to select the appropriate tags for your theories of action.

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Theory of Action 3 Curriculum

IF WE DO:

focus on implementing accommodations with fidelity for EL students & teacher, using Can Do Descriptors and WIDA standards

THEN WE SEE:

EL students engaging with more developed language and accessing more complex texts

WHICH LEADS TO:

More students finding progress moving through the ACCESS levels from 50% to 55% of students making sufficient yearly progress as shown on the SQRP

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible as anticipated [funding sources or budget categories to fund](#).

- ELPT Based Budget to Fund .5 Position
- Coaching Colleagues to Support and Increase Productive Talk Moves with our DL and EL student population
- Substitute teacher (Instructional Rounds, and Network 1 Summit Professional Development)
- Professional Development; Teacher Extended Day Buckets to complete Productive Talk Seminars to the rest of the staff,
- Substitute Teacher Bucket Funding for (Instructional Rounds, Professional Development, REACH 2.b & 3.b)

Tags

#OLCE

Area(s) of Focus

Select areas of focus

Use this [Tags Guidance Deck](#) to select the appropriate tags for your theories of action.

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Theory of Action 4: Relational Trust

IF WE DO:

continue to provide targeted and individualized Social and Emotional Learning support

THEN WE SEE:

students strengthening their relational trust with their teachers and peers, taking accountability and ownership for their growth both academically and socially, and more willing to take academic risks

WHICH LEADS TO:

a supportive environment where students reach their full academic and emotional potential through SEL School Climate Self Assessment, maintaining Well-Organized label on the School Culture Climate Report.

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible as anticipated [funding sources or budget categories to fund](#).

Professional Development on Second Step and Calm Classroom materials

Tags	Area(s) of Focus
#oscpa #osel	Social and emotional support SEL instruction Supportive School Environment Supportive Classroom Environment

Use this [Tags Guidance Deck](#) to select the appropriate tags for your theories of action.

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Action Steps for Theory of Action 1 Student Voice, Engagement, and Civic Life

Action Step	Responsible	Timeframe	Status
1-1 Civic Engagement Committee self assessment as it relates to student voice, engagement, and civic life and the fidelity of these components	Civic Engagement Committee	August 2020	
#OSEL: Supportive School Environment #OSEL: Supportive Classroom Environment			

Action Step	Responsible	Timeframe	Status
1-2 Continue to build on teacher observations with focus on district wide look fors and productive talk moves across all subject areas with a focus on coaching primary science lesson and labs	Science Coach Teachers Administrators Counselor Case Manager	August 2020 - June 2021	
#SSCE: Student Voice #Literacy: Shift 1-Increase access to effective and rigorous literacy instruction #Math: Student Discourse			

Action Step	Responsible	Timeframe	Status
1-3 Utilize Instructional Rounds, Productive Talk Co-Teaching, Science Coaching Periods, flex days, administrative meetings, and professional development days to collaborate, gauge progress, and make adjustments. Take into account student feedback via a survey.	Administrators Teacher Coaches Teachers Students MTSS/DL/EL	January 2021- January 2022	
#SSCE: Student Voice CIWP			

Action Step	Responsible	Timeframe	Status
1-4 Dive into REACH data of 2B (2.b. - Establishing a Culture for Learning) and 3B (3.b. - Using Questioning and Discussion Techniques) to see if there has been a school-wide improvement in these areas.	Administrators Productive Talk Coach ILT Team	January 2021- January 2022	

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#CIDL: Curriculum #SSCE: Student Voice

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Action Steps for Theory of Action 2 **Instruction**

Action Step	Responsible	Timeframe	Status
1-1 Utilize Professional Development Days for teachers to engage with the Productive Talk PLC and build out the learning throughout the first half of the year.	ILT Team Teachers SECA, TA, Misc. Administrators	August 2020 - August 2021	
<i>#Teacher Leader Development & Innovation: Distributed Leadership #OSEL: Supportive School Environment #Teacher Leader Development & Innovation: New Teachers ODLSS: Procedures and Standards</i>			

Action Step	Responsible	Timeframe	Status
1-2 Utilize Teacher Coach periods, Flex days for revisiting/reinforcing Productive Talk and redistribution of productive talk materials.	ILT Team Teachers Administrators	August 2020 - August 2021	
<i>#Personalized Learning: Authentic Learning #Science: Student Discourse #SSCE: Student Voice #Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness #STE(A)M Schools: Instructional Approach (SSS4)</i>			

Action Step	Responsible	Timeframe	Status
1-3 Utilize a teacher/coach to help other teachers schoolwide implement Productive Talk techniques with fidelity and help with improvement of skills, thus further engaging our EL and DL students.	Lead Teachers Teachers ILT Team	August 2020 - June 2021	
<i>#Personalized Learning: Authentic Learning #Science: Student Discourse #SSCE: Student Voice #Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness #ODLSS: Service Delivery #STE(A)M Schools: Instructional Approach (SSS4) #MTSS: Fidelity of Implementation</i>			

Action Step	Responsible	Timeframe	Status
1-4 Further commit to continuing Instructional Rounds schoolwide with groups of teachers and administrators with focus on District & School-Wide look fors.	Admin Teacher-Coaches Teachers ILT Team	October 2020 - June 2021	

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#Teacher Leader Development & Innovation: Distributed Leadership

#Teacher Leader Development & Innovation: New Teachers

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Action Steps for Theory of Action 3 Curriculum

Copy and paste additional action step tables as needed.

Action Step	Responsible	Timeframe	Status
1-1 Create a classroom environment with visual supports in alignment with 'Can Do Descriptors' to support EL students in discussions and independent work in order to participate in the classroom.	ELPT Teachers Administration	August 2020 - December 2021	
#OSEL: Supportive and Equitable Discipline Practices #OLCE #ODLSS: Instructional Quality #OSEL: Supportive Classroom Environment			

Action Step	Responsible	Timeframe	Status
1-2 Providing all classrooms with access to culturally relevant material to support EL students and teachers.	ELPT Teachers Administration	December 2020- June 2021	
#OSEL: Supportive and Equitable Discipline Practices #OLCE #ODLSS: Instructional Quality #OSEL: Supportive Classroom Environment			

Action Step	Responsible	Timeframe	Status
1-3 Consistently integrating and specifying ESL instruction versus sheltered English.	Teachers ELPT	October 2020 - January 2022	
#OSEL: Supportive and Equitable Discipline Practices #OLCE #ODLSS: Instructional Quality #OSEL: Supportive Classroom Environment #Literacy: Shift 3-Increase Access to Culturally Responsive Resources			

Action Step	Responsible	Timeframe	Status
1-4 Acquiring additional EL resources (phonics and culturally relevant books) for primary teachers to place a focus on its implementation and use with fidelity.	Administration Teacher Teams ELPT	January 2021- January 2022	
#OSEL: Supportive and Equitable Discipline Practices #OLCE #ODLSS: Instructional Quality #OSEL: Supportive Classroom Environment #Literacy: Shift 3-Increase Access to Culturally Responsive Resources			

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Action Step	Responsible	Timeframe	Status
1-5 Use Flex Dayor PD time to create an EL Resource Implementation PLC for primary teachers to learn best practices for classroom use.	Anna Ihana (ELPT) Primary Teachers	February 2021 - June 2022	
<p><i>#OSEL: Supportive and Equitable Discipline Practices #OLCE #ODLSS: Instructional Quality</i> <i>#OSEL: Supportive Classroom Environment #Literacy: Shift 3-Increase Access to Culturally Responsive Resources</i></p>			

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Action Steps for Theory of Action 4 Relational Trust

Copy and paste additional action step tables as needed.

Action Step	Responsible	Timeframe	Status
Expand on our Social and Emotional team to guide, develop, and implement supportive school wide climate practices that will empower students and teachers.	SEL Team Teachers Students	August 2020 - August 2021	
<i>#OSEL: Supportive Classroom Environment #OSEL: Supportive School Environment #OSEL: Tier 2 and 3 Interventions #Equity: Liberatory Thinking #SSCE: Student Voice #SSCE: Inclusive Systems Structures #SSCE: Inclusive decision-making</i>			

Action Step	Responsible	Timeframe	Status
Expand schoolwide data collection system that takes into account behavioral infraction occurrence, severity, and tiers of consequences, and uses the data to inform best practices for future student outcomes.	SEL Team Teachers	October 2020- October 2021	
<i>#OSEL: Supportive Classroom Environment #OSEL: Supportive School Environment #OSEL: Tier 2 and 3 Interventions #Equity: Liberatory Thinking #SSCE: Student Voice #SSCE: Inclusive Systems Structures #SSCE: Inclusive decision-making</i>			

Action Step	Responsible	Timeframe	Status
Create a partnership with the parents, teachers, counselors, administration, other CPS schools and possibly an outside agency to ensure social emotional support benefits all students.	SEL Team Counselor	January 2021- January 2022	
<i>#OSEL: Supportive Classroom Environment #OSEL: Supportive School Environment #OSEL: Tier 2 and 3 Interventions #Equity: Liberatory Thinking Structures #SSCE: Inclusive decision-making #SSCE: Student Voice #SSCE: Inclusive Systems</i>			

Action Step	Responsible	Timeframe	Status
Establish a mentorship program, student to student and teacher to student, to support struggling students.	SEL Team Counselor Students	April 2021 - June 2022	
<i>#OSEL: Supportive Classroom Environment #OSEL: Supportive School Environment #OSEL: Tier 2 and 3 Interventions</i>			

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#Equity: Liberatory Thinking Structures #SSCE: Inclusive decision-making
#SSCE: Student Voice #SSCE: Inclusive Systems

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Fund Compliance

Select the type of funding the school receives to fill out the additional Fund Compliance information. This page must be updated and revised annually.

ESSA Program

- o ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

- o Non-title school that does not receive any Title funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

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Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Strategies to increase parent involvement, such as family literacy services.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

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Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

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Parent and Family Plan

Parent and Family Engagement Policy

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

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Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.
- The school will coordinate the parent and family engagement programs identified in the CIWP.
- The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked).

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School-Parent Compact

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

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Parent Budget

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

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Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear, unaltered and itemized. School must keep all receipts.	\$

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53510	Postage Must be used for parent and family engagement programs only.	\$
53306	Software Must be educational and for parent use only.	\$
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$