



Joel I Klein, Chancellor

**INVITATION TO PARTICIPATE  
IN THE  
SCHOOLWIDE PROGRAMS  
PLANNING INITIATIVE  
2007-2008**

**INTRODUCTION**

In January 2002, President Bush signed into law the No Child Left Behind Act, which reauthorized the Title I programs administered under the Elementary and Secondary Education Act (ESEA). The reauthorized Title I legislation strongly encourages schools with high levels of poverty to plan and implement Schoolwide Programs designed to address the needs and improve instruction for all students in the school so they can achieve high academic standards. Under this legislation, all Title I schools in New York City that have at least 40% of students who meet the poverty criteria, are eligible to plan for and implement Schoolwide Programs (SWP).

The NYC Department of Education initiated the first citywide Schoolwide Program effort in 1990. Currently 1,004 Schoolwide Programs are in operation in NYC. A Schoolwide Program is based on a comprehensive Schoolwide Program plan designed collaboratively at the school level to improve instruction. The plan should include intensive professional development for staff and parents, and collaborations, where appropriate, with community organizations.

To implement their plans, Schoolwide Program schools have the flexibility to coordinate Title I funds, funds from a number of other federal programs, and local tax-levy funds. This funding flexibility enables schools to move away from fragmented programs by developing and implementing a single, coherent instructional plan for the whole school. Federal legislation requires Title I funds to be supplementary. **In no case may Title I funds supplant State and local resources that would otherwise be allocated to the school.**

Schoolwide Programs must also comply with NYC Department of Education and State regulations regarding services for English language learners (ELLs) and students with disabilities (i.e., Commissioner's Regulations Part 154 and Part 200 respectively).

All Title I schools not yet operating Schoolwide Programs are invited to plan this year for SWP program implementation in September 2008. Participation in planning and implementing a

Schoolwide Program is voluntary. During the 2007-2008 school year, schools that accept this invitation will engage in a planning process consisting of the following steps:

1. The development and submission of a planning proposal, articulating the school's readiness and commitment to undertake required planning activities for the implementation of a Schoolwide Program – due **April 29, 2008**.
2. Collaborative planning of the Schoolwide Program via development of a Comprehensive Educational Plan for 2008-2009, which reflects the intent of the Title I Schoolwide Program legislation. Schools will implement approved plans beginning in September 2008.

This document invites schools to plan Schoolwide Programs and describes the steps a school will need to take, with assistance from the School Support Organization, Integrated Service Center, the Central New York City Department of Education, and the New York State Education Department. Schools are encouraged to invite other community resources such as universities, museums, and arts and community-based organizations to participate in their Schoolwide Programs. Title I Schools that are currently operating and wish to continue operating Schoolwide Programs do not need to reapply to continue their programs in the 2008-2009 school year. Approval of a school's Comprehensive Educational Plan, which reflects the school's implementation of SWP required components, constitutes approval of the continuation of Schoolwide Program status.

### **TECHNICAL ASSISTANCE**

New York City's experience in implementing Schoolwide Programs indicates technical assistance must be available to schools through the planning year and during implementation start-up. Funding from the New York State Education Department provides facilitators from the Regional School Support Center (RSSC) to work with schools during the planning phase.

Schools that are currently implementing approved Schoolwide Program plans will receive on-going technical assistance from their School Support Organizations and Integrated Service Centers, and from the Central NYC Department of Education's Office of School Improvement in the Office of Accountability.

The Office of School Improvement, in collaboration with the Integrated Service Center and Regional School Support Center (RSSC), will be available upon request to present orientation sessions to introduce Title I schools to Schoolwide Programs. These orientations will provide background on the Title I law, an overview of Title I Schoolwide Programs and opportunities to learn more about planning and implementing a school-wide effort. Eligible Title I schools may request a Schoolwide Program orientation session by contacting Theresa Mehrer, Director of the Regional School Support Center (RSSC), at (212) 598-9505.

### **INSTRUCTIONAL REFORM UNDER TITLE I**

Title I of the reauthorized Elementary and Secondary Education Act encourages schools to expand their focus from basic skills to all core academic subject areas, including English, reading or ELA, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. The legislation redirects educational policy from compliance with federal requirements to an emphasis on local flexibility, with accountability, to improve teaching and learning for all students by:

- establishing high standards for student performance

- promoting ongoing planning and collaboration among teachers, parents, administrators, and other members of the school community
- actively involving parents in teaching and learning activities
- providing ongoing and intensive professional development
- utilizing assessments of student progress that involve multiple measures of student performance

These are the same themes that underlie other major reforms in American education, New York State and NYC Department of Education content and performance standards, and Chancellor's priorities.

## **TYPES OF TITLE I SCHOOLS**

Under the reauthorized Elementary and Secondary Education Act, there are two categories of Title I schools:

1. **Schoolwide Program Schools (SWPs)** – Schoolwide Programs are a cornerstone of the vision for school reform as defined in Title I of the federal No Child Left Behind (NCLB) Act of 2001. A Schoolwide Program school is one that receives Title I Part A funds and chooses to implement a Title I Schoolwide Program of instructional reform. A Schoolwide Program is built on school-wide reform strategies, rather than separate, add-on services. Research shows that in order for the lowest achieving students in the highest poverty schools to meet high standards of performance, the school's entire instructional program, not just a separate Title I program, must be substantially improved. Schoolwide Programs address the educational needs of children with comprehensive strategies for improving the whole school so every student achieves high levels of academic proficiency. The purpose of a Schoolwide Program is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency related to the State's academic content standards. The improved achievement is to result from improving the entire educational program of the school.

Schoolwide Programs have great latitude to determine how to organize their operations and budget the multiple funding sources available to them. They do not have to identify particular children as eligible for services. Instead, Schoolwide Programs can use funds from Title I, Part A and other federal education program funds and resources to upgrade the entire educational program of the school in order to raise academic achievement for all the students. This contrasts with a Title I Targeted Assistance program, through which Title I, Part A funds are used only for supplementary educational services for eligible children who are failing or at risk of failing to meet State standards. By allowing schools to integrate their programs, strategies, and resources to support school-wide reform, the principal, teachers and other school staff within a Schoolwide Program school, with the participation of parents, have the opportunity to:

- comprehensively plan the overall educational program for all children in the school.
- come together with one another, eliminating the isolation that characterizes working conditions for many educators.
- address the needs of students in an integrated way.
- spend federal resources in ways they determine can most effectively raise the achievement of their students.
- stimulate comprehensive reform of the entire instructional program provided to children, rather than operating separate and fragmented add-on programs.

Title I schools often choose to change their status from Targeted Assistance to SWP status in order to better meet the needs of their students.

2. **Targeted Assistance Schools (TASs):** A Targeted Assistance school is one that receives Title I Part A funds yet is ineligible or has chosen not to operate a Title I Schoolwide Program. The term "targeted assistance" signifies that the services are provided to a select group of children--those identified as failing, or most at risk of failing, to meet the State's challenging content standards--rather than for overall school improvement, as in Schoolwide Programs. Like Schoolwide Program schools, the goal of a Targeted Assistance school is to improve teaching and learning to enable Title I participants to meet the challenging State standards that all children are expected to master. To accomplish this goal, a Targeted Assistance program must be based on effective means for improving achievement of participating children; use effective methods and instructional strategies that are proven to be effective, strengthen the core curriculum, and give primary consideration to extended-time strategies, provide accelerated, high-quality curricula, and minimize removing children from the regular classroom during regular school hours; coordinate with and support the regular education program; provide instruction by highly-qualified and trained professional staff; and implement strategies to increase parental involvement.

A Targeted Assistance school must identify eligible children within the school on the basis of multiple, educationally related, objective criteria established by the district and supplemented by the school and must serve those most at-risk. Children who are economically disadvantaged, children with disabilities, and English language learners (ELLs) are eligible for Title I services on the same basis as other children that are selected for services. From the universe of eligible children in a Targeted Assistance school, the school selects those children who have the greatest need for special assistance to receive Title I services. In TAS schools records *must* be maintained to document that Title I, Part A, funds are spent only on activities and services for eligible students.

In both Schoolwide Program and Targeted Assistance schools, Title I funds must supplement State and local resources that are otherwise allocated to the school.

**During the Schoolwide Program planning year, Title I schools continue to operate as Targeted Assistance schools. Please see Attachment A for a comparison of Schoolwide Programs and Targeted Assistance Schools.**

## **COMPONENTS OF A SCHOOLWIDE PROGRAM**

Schools that elect to implement a Title I Schoolwide Program must address the following components as required under NCLB:

1. **A comprehensive needs assessment** of the entire school based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. **Schoolwide reform strategies that:**
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies based on scientifically-based research that:
  - c) Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.
3. **Instruction by highly qualified staff.**
  4. **High-quality and ongoing professional development for teachers, principals, paraprofessionals** and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.
  5. **Strategies to attract high-quality highly qualified teachers to high-need schools.**
  6. **Strategies to increase parental involvement through means such as family literacy services.**
  7. **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 local elementary school programs.
  8. **Measures to include teachers in the decisions regarding the use of academic assessments** in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  9. **Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards** are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  10. **Coordination and integration of federal, State, and local services and programs**, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

### **APPROACHES TO SCHOOLWIDE REFORM**

A Schoolwide Program allows a Title I school greater flexibility to create an environment that supports instructional excellence by:

- promoting and facilitating standard-setting student work that reflects the implementation of current system-wide reform initiatives
- designing more personalized instructional strategies where staff can know students individually and follow their social and academic progress closely, for example, through the use of strategies such as cooperative learning and/or team teaching

- using instructional time more effectively, for example, through longer periods that allow for in-depth instruction, and eliminating the use of pull-out programs that reduce the amount of time students spend out of the classroom during the school day
- integrating professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support
- involving parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

### **DETERMINATION OF VOLUNTARY PARTICIPATION**

The decision by a school to initiate a new Schoolwide Program is voluntary. It is based on the agreement of the school's staff, parents, and administrators to plan for and implement a Schoolwide Program.

For schools interested in developing a new Schoolwide Program, the first decision to be made is whether to undertake a formal school vote regarding participation. This decision will be the responsibility of the Principal, the UFT Chapter Leader, and the president of the PA/PTA, in consultation with the chairperson of the Title I Parent Advisory Council (PAC) and the other members of the School Leadership Team. Proceeding to a vote requires the agreement of all three: the Principal, the UFT Chapter Leader, and the president of the PA/PTA.

If the Principal, UFT Chapter Leader, and PA/PTA President agree to a school vote, the school will vote formally on participation, which requires documentation of:

- a vote of approval of **60%** of the voting, school-based nonsupervisory staff at a meeting organized by the UFT Chapter Leader. District Council 37 staff will be included in the vote, as per their agreement. The voting procedure may be by secret ballot or by any other method that respects voters' rights to privacy.
- a **majority vote** of approval by parents who vote at an open meeting organized by the PA/PTA President. The meeting must be well-advertised with flyers, letters, postings, etc., in languages appropriate for the school community. All parents, including parents of ELL students, with a child/children currently enrolled in the school must be given an opportunity to vote, whether or not they are dues-paying members of the PA/PTA or have children currently participating in the Title I program. The voting procedure may be by secret ballot or by any other method that respects voters' rights to privacy. Translators should be provided at meetings for parents who prefer to receive information in their native language.
- approval by the Principal after consultation with all licensed appointed administrators regarding their interest in participation.

**Participation in the planning of a Schoolwide Program requires the agreement of all three constituencies described above, as confirmed by the voting process.** This agreement will be indicated by the approval signatures on the school's SWP Planning Proposal and confirmed by the required documentation of the outcome of the voting. (Refer to Attachment B.)

### **THE SCHOOL LEADERSHIP TEAM'S ROLE IN SCHOOLWIDE PROGRAM PLANNING**

Successful Schoolwide Programs depend on effective school-based planning. The Title I law requires a Schoolwide Program plan to be developed with the involvement of the community to be served and the individuals who will carry out the plan, including teachers, principals, other staff,

parents, and the superintendent. In high schools, students must participate in the process. Since the School Leadership Team is responsible for development of Comprehensive Educational Plans in all schools, it will bear the overall responsibility for the development of the Schoolwide Program plan as an integral part of the school's CEP.

Once a school votes to plan a Schoolwide Program, the members of the School Leadership Team should consult with their constituencies and then determine through consensus the adjustments necessary in order to reconfigure the SLT to comply with Schoolwide Program planning team membership requirements. This team must include equitable representation from each of the following groups: parents, administrators, teachers, including the elected UFT chapter leader or designee, paraprofessionals, pupil personnel staff, and students (mandatory in high schools and optional in middle schools). Teams must include staff working with ELLs and special education students when these programs are offered in the school.

### **PARENT ENGAGEMENT PROCESS**

Parents are an integral part of the school's Title I instructional reform initiative. They are included in all aspects of the decision-making process—from the decision to participate in planning a Schoolwide Program to the implementation of the school's Comprehensive Educational Plan.

Title I continues to require that all parents must be informed about the Schoolwide Program and about their children's progress as delineated in the circular "2006-2007 Title I Parent Involvement Guidelines." Every effort must be made to inform and engage parents in the language that they understand. This requires ensuring adequate translation and interpretation services for parents who speak the predominant languages represented in the school. Every school now receives an allocation to assist in implementing translation and interpretation requirements.

### **PLANNING PROCESS**

All schools that are considering implementing a Schoolwide Program in September 2008 must plan for and develop a Comprehensive Educational Plan (for 2008-2009) during the 2007-2008 school year, which reflects the intent of the Title I Schoolwide Program legislation. An important step in the planning and approval process is the development of a Schoolwide Program Planning Proposal. The purpose of the SWP Planning Proposal is to determine the school's readiness and commitment to planning a Schoolwide Program. Additional information on the approval process will be provided as part of the initiative's *high quality* technical assistance. The following steps are involved:

- The Principal, the UFT Chapter Leader, and the president of the PA/PTA, in consultation with the chairperson of the Title I Parent Advisory Council (PAC), if one exists, and the other members of the School Leadership Team, decide whether to undertake a formal school vote regarding participation.
- The school decides voluntarily to initiate a Schoolwide Program through the voting procedures described on Page 6.
- The Principal, UFT Chapter Leader, PA/PTA President, and the other members of the School Leadership Team, consult with their constituencies and determine through consensus the adjustments necessary in order to reconfigure the SLT to comply with Schoolwide Program planning team membership requirements (procedures described on Pages 6-7)
- The school prepares an SWP Planning Proposal (Attachment B).

- The SWP Planning Proposals, due by April 29, 2008, are forwarded for review and approval to:

Katherine Titakis  
 Director of NCLB and SED Program Compliance  
 Office of School Improvement, Office of Accountability  
 New York City Department of Education  
 52 Chambers Street, Room 313  
 New York, NY 10007

- Schools will be notified by May 2, 2008 of the approval of their SWP Planning Proposal.
- Schools with approved SWP Planning Proposals will be granted Schoolwide Program status as of September 2008, contingent upon the submission of an approved Comprehensive Educational Plan for 2008-2009.

**Note: Schools cannot initiate a Schoolwide Program without first obtaining written approval from the Office of School Improvement.** (For more information, please refer to the contact information below, or call the Office of School Improvement at 212-374-5757.)

**CONTACT PERSONS**

Schools may contact the following personnel for further assistance:

- For assistance with Schoolwide Program guidelines and development of individual school plans and budgets, contact the Senior School/District Improvement Liaison or the Senior Grants Officer assigned to support your school.
- For other assistance related to Schoolwide Programs, contact the following Central staff:
  - To request facilitation for SWP planning year schools, contact Terry Mehrer, Regional School Support Center (RSSC), at (212) 598-9505.
  - For general information, or to request facilitation for SWP implementing schools, contact Katherine Titakis, Office of School Improvement, at (212) 374-5757.
  - For information regarding needs assessments, school-based evaluation approaches, and accountability requirements, contact Mabel Payne, Office of School Improvement, at (212) 374-3954.

**RECORDKEEPING**

Approved Schoolwide Program plans (Comprehensive Educational Plans, which reflect the intent of the Title I Schoolwide Program legislation) must be available in the school and district/local educational agency for review by local, state, and federal monitors. They do not, however, require State approval. The Office of School Improvement, as the representative of the local educational agency, will review plans to ensure that planning and plans comply with the Title I law.

Attachments

c:	Joel I. Klein Marcia Lyles	Martine Guerrier Gwendolyn Hopkins	Principals Network Leaders
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Chris Cerf  
Kathleen Grimm  
James Liebman  
Garth Harries  
Michael Best  
Eric Nadelstern  
JoEllen Lynch  
Kathleen Cashin  
Judith Chin  
Elaine Goldberg  
Laura Rodriguez  
Santiago Taveras  
Sharon Rencher  
Irma Zardoya  
Jennifer Bell-Ellwanger  
Katherine Titakis  
Mabel Payne  
Robert Klein

Susan Olds  
Vincent Clark  
Mariano Guzman  
Marlene Siegel  
Espí Semetis  
Yvonne Torres  
Robert Wilson  
Stephanie Lawkins  
John Harper  
Maria Santos  
Linda Wernikoff  
Shelia Evans-Tranumn  
Sandra Norfleet  
Cassandra Grant  
Aminda Gentile  
Sharon Ripley  
Theresa Mehrer  
Anita Gomez-Palacio

Community  
Superintendents  
Community Education  
Council Presidents  
Executive Directors  
UFT Chapter Leaders  
PA/PTA Presidents  
Title I Parent Advisory  
Council Chairpersons  
UFT and CSA District  
Representatives  
Senior School/District  
Improvement Liaisons  
Senior Grants Officers  
OFEA Borough Directors

**Attachment A**

**COMPARISON OF SCHOOLWIDE PROGRAMS AND TARGETED ASSISTANCE SCHOOLS**

<b>Characteristic</b>	<b>Schoolwide Program</b>	<b>Targeted Assistance</b>
<b>School Eligibility</b>	All Title I schools in New York City that have at least 40% of students who meet the poverty criteria, are eligible.	School is at or above average poverty cutoff for the borough.
<b>Student Eligibility</b>	All students in the school participate in the Schoolwide Program.	Students failing, or most at risk of failing, to meet New York State's content standards.
<b>Scope of Program</b>	<u>Whole-school</u> instructional reform that leads to achievement by <u>all</u> students of high State and citywide standards.	Assistance for students with the greatest educational need in order to help them achieve the same high State and citywide standards expected of all students.
<b>Planning</b>	School-based planning and a comprehensive school plan are required; one year of planning required prior to implementation of a new Schoolwide Program.	School-based planning required; while schools plan their Schoolwide Programs, they continue as Title I Targeted Assistance schools.
<b>Generation of Funds</b>	In participating schools, the number of students who are eligible for free lunch.	In participating schools, the number of students who are eligible for free lunch.
<b>Student Participation</b>	<u>All</u> students	Students who are failing or most at risk of failing to meet the State's challenging standards.
<b>Preferred Instructional Approach</b>	Comprehensive building-wide instructional reform that supports achievement of high standards by all students (approaches include Bilingual/ESL programs and native language content area instruction and materials).	Approaches that lead to achievement of high standards by participating students. Preferably approaches do <u>not</u> reduce the time participants spend in the regular classroom: for example, push-in, after school programs, and summer programs.
<b>Use of Funds</b>	Flexibility in combining Title I funds from federal, State, and local resources, with the exception of special education and funds allocated specifically for ELL students; funds are used to benefit all students in the school, but must be used to provide Academic Intervention Services to identified students.	Funds may not be combined with other federal, State, and local resources; funds must be used to benefit participating students.
<b>Identification of Participating Students</b>	In accordance with the Title I law, "no school participating in a Schoolwide Program shall be required to identify particular children as eligible to participate in this program or to provide supplemental services to such children."	All records that were traditionally maintained for the Title I program should continue to be maintained.
<b>Supplement Not Supplant</b>	In no case may Title I funds supplant the State and local resources that are otherwise allocated to the school.	In no case may Title I funds supplant the State and local resources that are otherwise allocated to the school.
<b>Consultation with parents</b>	DOE recommends Title I consultation occur through the PA/PTA; Title I parents decide.	DOE recommends Title I consultation occur through a separate Parent Advisory Council (PAC); Title I parents decide.

**Attachment B**

**SCHOOLWIDE PROGRAM PLANNING PROPOSAL**

**Signature Page**

**Due by April 29, 2008**

District \_\_\_\_\_ School \_\_\_\_\_ Grade Levels \_\_\_\_\_

Team Chair/Contact Person \_\_\_\_\_ Tel # \_\_\_\_\_

**SIGNATURES:**

\_\_\_\_\_ Schoolwide Programs Team Chair

\_\_\_\_\_ PA/PTA President

\_\_\_\_\_ UFT Chapter Leader

\_\_\_\_\_ Principal

\_\_\_\_\_ Student (HS Required, Middle School Optional)

Planning proposals from all schools should be submitted by **April 29, 2008** to:

Katherine Titakis  
Director of NCLB and SED Program Compliance  
Office of School Improvement, Office of Accountability  
New York City Department of Education  
52 Chambers Street, Room 313  
New York, NY 10007

If you have questions or concerns, please contact the persons listed on Page 8 of the accompanying memorandum.



**DIRECTIONS:**

The planning proposal should be completed by the School Leadership Team in consultation with school staff and parents. Please complete all questions. Use additional pages if necessary.

**1. School Description**

Describe the student population, demographics of the school and the community in which it resides, the organization of the school, important strengths and needs, major initiatives in which you are currently involved and any other information that makes the school unique.

2. **Collaborative Experience**

Describe the conditions/experiences that exist which have prepared your school to collaboratively and effectively restructure its educational programs.

3. **Current Whole School Reform Initiatives**

Indicate whether your school is currently participating in any of the following whole school reform initiatives, which engage schools in discrete planning activities:

- \_\_\_\_\_ Schools Under Registration Review (SURR)
- \_\_\_\_\_ Title I Restructured School
- \_\_\_\_\_ Small Learning Communities (SLC)
- \_\_\_\_\_ Middle School Model B \_\_\_ Model C \_\_\_
- \_\_\_\_\_ Other : \_\_\_\_\_

4. Needs Assessment

What comprehensive needs assessment activities do you plan to conduct this winter/spring in order to design an effective educational program to set and meet high standards for all students?

5. **Communication with the School Community**

a. How did your School Leadership Team inform parents and staff about the Schoolwide Programs Planning Initiative? Did your school provide information in both English and native languages of parents, as appropriate? (Attach copies of letters, notices, and flyers).

b. How will your team ensure ongoing communication with staff and parents?

6. **Determination of Voluntary Participation**

What procedures were used to determine that parents, staff and administrators would agree to participate in Schoolwide Programs? Include documentation of the outcome of staff and parent votes). Attach attendance sheets and minutes of all meetings. (See Page 6 of the accompanying memorandum for voting procedures.)

7. **Shared Decision-Making Process**

Please describe the process your team will use to make decisions.

8. **Feedback and Approval**

What process will your school use for feedback and approval of the 2008-2009 Comprehensive Educational Plan your team develops? How will your plan be submitted to the constituencies that your team represents for approval? (Examples: Oral or written presentations at staff and parent meetings, mailings, describe others).

9. **Technical Assistance**

What technical assistance, if any, has your school received this winter/spring or do you plan to utilize in planning for next school year?

10. Planning Activities

What planning activities do you plan to conduct this winter/spring to prepare for your Schoolwide program next school year? Complete the chart below.

Activity	Who will participate?	Where will it take place?	When will it take place?