

GAINES ALTERNATIVE AT HAMBLEM Title I, Part A Parental Involvement Plan

I, Patricia McMahon, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

The school will:

- Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101 of ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent;
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community;
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy;
- If the plan for Title I, Part A, developed under ESEA Section 1116, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency;
- Provide to each parent an individualized student report about the performance of their child(ren) on the state assessments [ESEA Section 1116];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Patricia McMahon



6/1/2017

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: optional

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [ESEA Section 1116].

Response: In order to involve parents in the Title 1 process Gaines will hold an annual meeting within the first 6 weeks of school. Parents will be notified of that meeting by phone, newsletter and individual invitation. In that meeting Title 1 information will be shared, and parental input sought. Parents will also be invited to participate in the school at the student registration appointment. These documents will be saved on a yearly basis to document the process.

Additional information is gathered from the end of the year survey, allowing parents to request and or evaluate various services.

Additionally, monthly SAC meetings will be held. A Title 1 review will be a part of each meeting to keep parents updated and to allow for continued input. Parents will be informed of these meetings through the website, letters home and phone calls.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA 1116].

Account	Program	Coordination
1	Parenting Classes	"Redirecting Your Child's Behavior" offered by the county ABA, free of charge to parents to assist in parenting skills.
2	Parent Library	Books for parents to check out as suggested by LMHC, psychiatrist, psychologist on a variety of subjects to help parenting skills.
3	Parent Resource Manual	A manual will be coordinated that will list and describe both federal (Headstart, Even Start, etc) and community resources (Big Brothers and Big Sisters, Stewart Marchman, etc) that are available to enable parents to assist their children at home.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school-wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity.

Account	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
①	Annual Meeting to be conducted within the first 4 weeks of school	SAC Chair	September	agenda, notes
2	Parent invitation sent to every parent through US mail	Admin/SAC chair	Aug-Sept	Newsletter, agenda, website
3	Meeting posted on website	Tech support	Aug-Sept	website
4	Title 1 books distributed and discussed	Admin/front office	Aug-May	registration packet
5	Brochure describing Behavior Specialist services	Counselor	August	Parent survey

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parent and family engagement [ESEA Section 1116].

Response: Gaines will hold SAC meetings on a flexible schedule to better enable parents' attendance as shown by the yearly SAC schedule, to include after school and evening meetings. Parent conferences are scheduled before, during, or after school hours to better suit parents' schedules. SAC meeting schedule will be posted on the website and available at registration.

Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116].

Account	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parenting classes	Admin/ABA	improved student behavior which leads to better academic performance.	2x per year	parent sign in sheet
2	Annual meeting	SAC chair	improved parental involvement so that parents are more informed about Title I services.	1x per year	sign in sheet/agenda
3	Monthly meetings	SAC chair	improved school performance to review SAC goal for progress monitoring.	monthly	sign in sheet
4	Parent survey	SAC chair/Admin	improved student performance based on parent input on the Title I survey with improved curriculum.	Fall/Spring	returned survey
5	Student Progress Reports	Lab Teachers	improved student performance	weekly	Report cards

Staff Development

Describe the professional development activities the school will provide to educate the teachers, specialized instructional personnel, principals, other school leaders and other staff with the assistance of parents/families, in the value and utility of contributions of parents/families, including how to reach out to, communicate with, and work with parents/families as equal partners. Include implementation and coordinating of parent/family programs and in details of building ties between parents/families and the school. [ESEA Section 1116]

Account	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Conference Training	Garrett, Padgett	Improved Student performance in school and behavior	Upon Entry/Exit	Recidivism Rates

2	Inservice in APEX	Staff Development	improved academics, better enable parents to assist their students on the website at home	ongoing	improved academics
3	PLC/Basic American Sign Language	Asst. Principal	Improved performance	ongoing	less behavior referrals.

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children [ESEA Section 1116].

Response: As Gaines is a very transitory school (45 day placement) making student turnover great, making the formation parent groups very difficult. However we do have a Behavior Specialist who does provide, as resources, many outside service providers to parents who are in need. We also have a parent library with many resources that parents can utilize. Weekly student progress reports are available to keep parents informed of their students' progress. Parents may also go online to check the progress and status of every class the student takes.

Communication

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

- Timely information about the Title I programs;
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to obtain;
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- If the school-wide program plan is not satisfactory to the parents of participating children, how the parents will submit the parent/family comments [ESEA 1116].

Response: Timely information as it relates to Title 1 is given to every parent at registration.

Every registration requires a conference with an administrator so that all information, including curriculum, assessment and procedures are thoroughly discussed. Parents are encouraged to be in regular communication with the school to assist in their students' education plan. A survey at the end of the year is available to parents to express their opinions as it relates to the program's strengths and weaknesses.

Additionally, teachers are expected to reach out through weekly progress reports to parents so that the lines of communication remain open, and academic successes are the norm.

Student schedules are replicated from their home zoned school so that their academic momentum is not lost.

Parent surveys links are sent home with every student for parent input.
<https://surveys.stjohns.k12.fl.us/TakeSurvey.aspx?SurveyID=12LH8m51>

Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent/family programs,

meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

Response: The school will provide parents with the opportunity to be involved through SAC, IEP, 504 and RtI meetings. Furthermore, we have an open door policy for parents to come in and discuss anything they feel they need to. Information is also shared through the website and parent newsletters. Parents requesting assistance with communication, (ELL, HI ect.), are accommodated through written translation of documents and interpreters.

Parents with disabilities will be accommodated with whatever services they are in need of, i.e. interpreters, etc., as is feasible. We will address parents with English language proficiency issues through county provided interpreters and copies of paperwork in various languages.

Discretionary Activities (optional)

Discretionary School Level Parental Involvement Policy Components: include any activities that are not required, but will be paid for through Title I, Part A funding (for example home visits, transportation for meeting, activities related to parent/family engagement, etc.

Attach Evidence of Input from Parents

Parent Link: <https://surveys.stjohns.k12.fl.us/Takesurvey.aspx?SurveyID=12LH8m51>

Attach Parent-School Compact

Attach Evidence of Parent Involvement in Development of Parent-School Compact
See parent link above

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting.

Account	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Annual Meeting	1	15	better attendance, decreased out of school suspension
2	Parent-teacher conference	40	60	increased academics
3	Parenting Class	1	15	decreased negative behavior

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) [ESEA Section 1116].

Account	Barrier	Steps the School will Take to Overcome
1	disinterested/angry parents	increase communication with parents
2	Parents concerned about mental health issues	research and offer addition outside resources through counselor
3	Transitory population	track student's progress when returning to school