**Halifax Behavioral Services Title I, Part A Parent & Family Engagement Plan previously known Parental Involvement Plan.**

I, \_Cassie Chandler\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 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 9101(32), 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 [Section 1116 (b)(1) and (c)(3)];
* 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 [Section 1116 (b)(1)];
* 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 schoolwide program plan under section 1114(b)(2) [Section 1116(c)(3)];
* 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 [Section 1116(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, 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 [Section 1116(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
* 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 not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; 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 [Section (h)(6)(A)].

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| **Signature of Principal or Designee** | Date Signed |

# Mission Statement

Parental Involvement Mission Statement

**Through collaboration between Volusia County Schools, Halifax Health and Department of Children and Families, our students will improve their functioning in relation to family, community, educational environments and residential environments.**

# 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 [Sections1116(c)(3), 1114(b)(2), and 1116(a)(2)(B)].

**Upon admission to the Day Treatment Program, families are provided with a schedule of bi-monthly treatment team appointments. Educational progress in class is shared with the physician and parent at each treatment team meeting. Parents are also provided with a suggested date and time for each student’s Individual Education Plan meeting. At this time, student success in Reading, Math and Science are discussed. At annual meetings/Open House, parents are surveyed as how to allocate funds for parent involvement.**

# 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 [Section 1116(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | Halifax Behavioral | Parent/student counseling |
| 2 | Halifax Behavioral | Treatment team meetings involving school, physician, therapist and case managers |
| 3 | Halifax Behavioral | Parenting groups |
| 4 | Title I Part A | Supplemental tutoring after school. Supplemental materials and supplies needed to close the achievement gap |

# 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 (schoolwide 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 [Section 1116(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Schedule annual meeting | Cassie Chandler | September 25, 2017 | Parent sign-in sheets, Title 1 handouts, Annual Title 1 parent surveys |
| 2 | Send home flyer announcing Title 1 meeting/Open House, post announcement at parent pickup | Joe Czajkowski | September 18, 2017 | Parent sign in sheets, Title 1 handouts, Annual Title 1 parent surveys |
| 3 | Present agenda, handouts, PowerPoint presentation | Cassie Chandler | September 25, 2017 | Parent sign in sheets, Title 1 handouts, Annual Title 1 parent surverys |

# 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 parental involvement [Section 1116(c)(2)].

**School-based meetings are scheduled in advance. Parent can request an alternate date and time. Teachers are encouraged to work with parents as much as possible within the school day. In addition, teachers communicate daily through home notes for each student. Parents return home notes daily including parent comments. Treatment team meetings with parents after school hours are scheduled by Halifax Behavioral Services.**

# Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental 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 [Section 1116(e)]. 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 [Section 1116(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116(e)(14)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | After School Tutoring | After School Tutors | Increase test scores | 2018 school year | Monthly formative assessments |
| 2 | Targeted Group Instruction | Classroom teachers | Increase assignment completion rate | 2018 school year | Increased mastery demonstrated through student grades each quarter |
| 3 | Classroom newsletters | Classroom teachers | Increased awareness of classroom activities | 2018 school year | Parent involvement in school conferences |
| 4 | School-based enterprise | Classroom teachers | Increased involvement with Halifax Behavioral Services and parents | 2018 school year | Amount of support for school based enterprises by Halifax Behavioral staff and parent |
| 5 | Weekly data chat forms | Classroom teachers | Increased student awareness of current academic progress | 2018 school year | Increased mastery in science, reading and math |

# Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Day Treatment Staff Meetings | Ed Merkle/Cassie Chandler | Collaboration between therapeutic and educational services will support student achievement across settings | 2018 school year, monthly | Quarterly review of student grades |
| 2 | Early Release Professional Development Activities | Cassie Chandler | Targeted activities including strategies for maximizing student achievement for students with acute illnesses | 4 sessions during 2018 school year | Teacher inputMastery of student IEP goalsStudent quarter grades |

# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1116 (e)(4)]

Parents are involved with family therapy sessions that target functional relationships between parent and children. Parents are encouraged to participate in school activities such as IEP meetings, school Open House and parent teacher conferences. Therapy sessions are scheduled weekly during the student’s treatment period. Parent surveys are completed upon discharge from the program evaluating program effectiveness.

# Communication

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

* Timely information about the Title I programs [Section 1116(c)(4)(A)];
* 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 meet [Section 1116(c)(4)(B)];
* 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[Section 1116(c)(4)(C)]; and
* If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1116(c)(5)].

**Daily communication is sent home to parent for each student. Classroom newsletters are sent home either weekly or bi-monthly from each classroom. Parent is able to request meetings at any time. Parent sign attendance sheets at annual open house indicating they were present to receive Title 1 information. Title 1 information is posted on Halifax Behavioral web page.**

# Accessibility

Describe how the school will provide full opportunities for participation in parental involvement 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 programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

**Interpreter for limited English-speaking parents on site**

**Spanish language Title 1 flyers are available**

**Halifax Behavioral Services therapists share information with parents regarding suggested parenting groups**

**Halifax Behavioral Services provides child-care during groups**

**Parent communication is requested from Title 1 information tab on Halifax Behavioral webpage**

**Special-needs parents receive accommodations through building accessibility and interpreting services**

# Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times | Flexible scheduling of school meetings | Classroom teachers | Improved student participation in school activities | 2018 school year |
| 2 | Developing appropriate roles for community-based organizations and businesses in parental involvement activities | Halifax Behavioral Services will schedule family meetings to improve parent/child communication | Halifax Behavioral Services | Improved student participation in school activities | 2018 school year |

# Upload Evidence of Input from Parents

Please provide evidence of parent input in the development of the plan.

# Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

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# Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

## 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 [Section 1116 (e)(1-2)]. Include participation data on the Title I annual meeting.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Weekly reading and math progress reports | 36 | 180 | Increase reading and math progress |
| 2 | IEP meetings | 180 | 180 | Improve reading and math skills |
| 3 | Treatment team meetings | 112 | 180 | Involve parent and medical team in improved academic skills |
| 4 | Title 1 annual meeting | 2 | 30 | Improve reading and math awareness |

# Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116 (e)(3)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | I-Pad training | 1 | 11 | Provide additional reading and math programs to reinforce math and reading skills |
| 2 | Em-Wave training | 1 | 11 | Strategies to improve relaxation techniques in students to increase academic performance |

# 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 to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116(a)(E)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Lack of parenting skills | Parenting classes through Halifax Behavioral Services |
| 2 | Work schedules of parents | Flexible appointment times, telephone conferences |
| 3 | Parents unable to attend annual meeting | Copies of handouts sent home with students |

# Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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| **count** | **Content/Purpose** | **Description of the Activity** |

Please return completed Parent & Family Engagement Plan to your Parent & Family Engagement Facilitator.