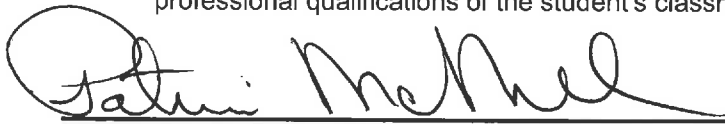


I, Patricia McMahon, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; 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

- 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 Parent and Family Engagement Plan and distribute it to parents of participating children and make available to the local community;
- Involve parents, in an organized, ongoing, and timely way, in the joint development of planning, reviewing, and making improvements to the school Parent and Family Engagement Plan;
- Use the findings from the Parent and Family Engagement review to design strategies for more effective parental involvement, and to revise, if necessary, the school's Parent and Family Engagement Plan;
- 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.



Signature of Principal

5/7/18
Date

Mission Statement

Parent and Family Engagement 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 The Transition School will hold an annual meeting within the first 6 weeks of school. Parents will be notified of that meeting by phone, newsletter individual invitation and it will be posted on the website. In that meeting the Title 1 budget will be presented and parental input sought.

Additionally, monthly SAC meetings will be held. A Title 1 review will be a part of that monthly meeting to keep parents updated and to allow continued input. Parents will be informed of the monthly meetings via Transition website, parent letter home, and phone.

Due to the special needs of the Transition students monthly clinics are conducted by the contracted psychiatrist. Parents will meet with the psychiatrist, LMHC and administration with the opportunity for continued input.

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 Section 1116].

| | Program | Coordination |
|---|---------------------------------------|--|
| 1 | Parenting Classes / Parenting support | "Redirecting Your Child's Behavior" offered through county level CBA to assist in parenting skills. Provide parenting pamphlets, where applicable, for home support |
| 2 | Parent Library | Books for parents to check out as suggested by the LMHC and psychiatrist. |
| 3 | Monthly Clinic | Meetings with contracted psychiatrist, LMHC, Administration |
| 4 | Monthly Newsletters | Information regarding academic programming and suggested strategies for use in the 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), Adequate Yearly Progress, school choice, and the rights of parents.

| | Activity/Tasks |
|---|--|
| 1 | Date for annual meeting set |
| 2 | Parent invitation sent |
| 3 | Annual meeting posted on website |
| 4 | Title 1 information given to parents at registration |
| 5 | Information posted through school newsletter |
| 6 | Hold Title I Annual Meeting |

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: Transition will hold SAC meetings on a flexible schedule to better enable parents' attendance as shown by the yearly SAC schedule, to include evening and after school meetings and the chance for monthly input during parent conferences.

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)].

| | Content and Type of Activity | Anticipated Impact on Student Achievement |
|---|-------------------------------|--|
| 1 | Monthly Clinic/Parent meeting | Successful Mental Health Treatment |
| 2 | Parenting classes / trainings | Improved student attendance/school perspective |
| 3 | Annual Meeting | Improved attendance |
| 4 | Parent Survey | Improved school services |
| 5 | SAC meetings | Improved attendance and academics |

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].

| | Content and Type of Activity | Building Ties Between Parents/Families and the School |
|---|--|---|
| 1 | Weekly staff meetings | Problem solving / student staffing / behavior analysis to ensure better student success. |
| 2 | Monthly Clinic | Share MC information for treatment goals that better equips teachers to work with families |
| 3 | Monthly PD/ PLC | Increased communication skills and multicultural understanding between teachers and parents |
| 4 | Effective Behavior Management Training | Teachers and parents using same strategies for improved student behavior |

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: The Transition School will set up a parent library with resources for parents to use to offer assistance in improving parenting and coping skills and to provide updated mental health information. Books will be provided for parents to take home and keep for personal references.

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: Information regarding the Title I Program, and assessment procedures, will be provided to parents at registration via the Title I Handbook and at the Annual Title I

Meeting.

Specific student information will be shared with parents via IEP meetings, monthly clinic sessions, and parent teacher conferences.

General information regarding the school will be shared on the website and through monthly newsletters.

Information as it relates to the school at large will be provided via the website, and regular parent newsletters.

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 Transition school will provide opportunities for participation by parents through monthly clinic sessions, IEP meetings, SAC meetings and parent conferences as necessary. Parents with disabilities and ELL will be accommodated by necessary services to make such opportunities feasible, i.e. interpreters, items printed in various languages, utilizing St Johns County Resources.

Information provided on the website, newsletters, and student point sheets will be clear and concise.

To better contact a larger number of parents the school will call, send home newsletters, post on the web, and present flyers in the front office all activities of parental interest.

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.

Evaluation of the Previous Year's Parent and Family Engagement Plan:

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/families who are disabled, have limited English proficiency, and parents/families of migratory children [ESEA 1116]).

| | Barrier | Steps the School will Take to Overcome |
|---|---------------------------------|---|
| 1 | Foster home/group home students | Continue to work on communication between these "foster" settings and school. |
| 2 | Poverty | Continue to establish trust with parents by encouraging them to come into the school and offering outside resources to assist them. (Free dental clinic, food pantry etc.) Possible transportation for disabled parents in need. |
| 3 | Transitory population | Continue to track progress |

Building Capacity Summary from the Previous Year

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 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

| | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|---|--|----------------------|------------------------|---|
| 1 | Annual Title I Meeting | 1 | 15 | improved student performance |
| 2 | Monthly parent conferences | 10 | 50 | improved MHC services/behavior |
| 3 | Monthly psychiatric appointments during the school day | 10 | 50 | improved behavior |
| 4 | Big Brothers and Sisters | 1 | 4 | improved behavior/attendance |

Attach Evidence of Input from Parents

Attach Parent-School Compact

Attach Evidence of Parent Involvement in Development of Parent-School Compact