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| School: Richbourg School |
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| I, Amy Anderson (principal), do hereby certify that all facts, figures, and representation 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. I, Amy Anderson (principal), do hereby certify that all facts, figures, and representation made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statues, 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. |
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| ASSURANCES |
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| 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(39), 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 school-wide program plan under section 1114 (b0 (2) [Section 1116 (c)(3)]; Conduct an evaluation of previous year's parent and family engagement and 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)(2)(D) and (a)(2)(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 1112(e)(1)(A)]: and Provide each parent timely notice when their child has been assigned or has 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 1112 (e)(1)(B)(ii)]; 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 1112(e)(1)(A)]: and Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.**Signature of Principal or Designee Date Signed** |
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| Mission Statement |
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| By providing a caring, student-centered environment, Lance C. Richbourg School will offer educational programs that will enable all students to learn, participate, and maintain life skills that are appropriate to their individuality and uniqueness in their natural environment. |
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| INVOLVEMENT OF PARENTS |
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| As a Title I school, Richbourg School provides daily support for reading and math. The Title I teachers work in classrooms to assist with the instruction of small groups of students. This additional support provides opportunities for each student to be instructed a his/her learning level. Richbourg School supports all students and teaches strategies for success. Richbourg School expects parents and students to work together at home to support learning success. Students, parents, and teachers working together make a great team.Each parent will receive a Right to Know Letter informing them about the qualifications of each staff member working with their child in the classroom and a Title I School-wide compact.SAC meetings are advertised in a timely manner on the Richbourg web page, on the monthly newsletter, and through Robo calls outs encouraging parents to attend.The Parent Climate Survey for Richbourg is addressed and results shared with 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 [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)] All students at Richbourg School have an IEP and parents are an integral part of this process. Parents are included in every phase of the IEP development. Parents, along with the IEP team, write the student’s goals and interventions. Parents are involved in decisions regarding the many services available to them. Students have annual IEP reviews or as frequently as needed.Parents are invited to join the SAC committee. Parental input is encouraged through parental surveys and questionnaires. |
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|  ACCESSIBILITY |
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| Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares 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)]..Richbourg teachers communicate with parents using a Daily Community Log for every student as part of the services provided in each students’ IEP regarding their personal goals toward which they are working. IEP notices are mailed in advance of their annual review.Richbourg School has a school website and also a Facebook page. Administration sends out a monthly newsletter keeping parents informed of upcoming events and happenings. Robo calls are sent out from Administration to all parents keeping them updated on the Calendar of School Events.There are many events and activities that give parents the opportunity to be on campus with their children: Harvest festival, Field Day, Special Olympics, etc.Open House provides an opportunity for parents to come and meet with their child’s teacher. Community agencies such as the Agency for Persons with Disabilities, the Center for Autism and Related Disabilities, and Family Network on Disabilities are invited to Open House and other events throughout the year to communicate further opportunities for parents and students. |
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| Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:Our first SAC meeting will be held in September, 2019 at which time we will get more input. Areas of concern from the Parent Climate Survey that will be discussed with SAC: The physical state of the campus.  |
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| INVOLVEMENT OF PARENTSBuilding Capacity to Support Parents’ Involvement in School |
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| Shall provide assistance to parents of children served to understand State academic standards. 2. Shall provide assistance to parents of children served to understand State and local assessments 4. Shall provide assistance to parents of children served to understand how to monitor child's progress 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

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| BUILDING CAPACITY ACTIVITY | IMPACT OF ACTIVITY | PERSON(S) DELIVERING/RECEIVING CONTENT | TIMELINE |
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| Volunteer Orientation  | Stakeholders are provided an opportunity to collaborate with teachers and the school  | Staff and/or Volunteer Coordinator/Volunteers | Beginning of School year and as needed throughout the year |
| Volunteer Appreciation  | Stakeholders are honored and recognized for their contributions within the school environment that benefit teachers, students, and the school as a whole; encourages future involvement  | Social Committee/ regular volunteers | Spring 2020 |
| School Advisory Council (SAC) | Stakeholders are provided an opportunity to shape and make decisions for the school community, influencing student success and achievement  | Led by SAC President, members of the community, parents, staff and principal | Bi-Monthly September through June |
| Open House  | Parents are invited to see what their students have been learning and visit classrooms. Community agencies also involved to be available to parents, making their services available. | Parents, administrators, students, community organization representatives | September/October 2019 |  |

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| EVALUATION OF PREVIOUS YEAR’S IMPLEMENTATION |
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| 1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.  |
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