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| School: Fast Track North (ECCI) |
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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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| We are committed to improving academic achievement in an alternative setting that provides a unique variety of instructional styles and strategies. |
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| INVOLVEMENT OF PARENTS |
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| As a Title I school, Fast Track North (ECCI) School provides daily support for all subject areas. The Title I teachers work in classrooms to facilitate instruction through credit recovery courses. Fast Track North (ECCI) supports all students and teaches strategies for success. Fast Track North (ECCI) 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 Fast Track North (ECCI) web page, on the monthly newsletter, and through Robo calls outs encouraging parents to attend.The Parent Climate Survey for Fast Track North (ECCI) 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 Fast Track North (ECCI) have a goal to complete their missing courses and return to their home school, and parents are an integral part of this process. Parents are informed of student progress on a weekly basis, through a variety of platforms (handwritten, email, etc.). Parents are involved in decisions regarding the many services available to students who are not emancipated. Some students have IEPs, and receive their accommodations for coursework and testing. IEPs are updated annually and interim meetings are scheduled at either parent or teacher request. Plans are developed with the essential support and input of parents.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)]..Fast Track North (ECCI) teachers communicate with parents using a weekly communication template for every student as part of the services provided to each student to track his or her progress toward completing missing credits. Fast Track North (ECCI) has a school website. Administration sends out a monthly newsletter keeping parents informed of upcoming events and happenings. Teachers email and call parents and students on a regular basis in addition to the weekly report. In instances of failure to attend or excessive tardies, Fast Track students go through the MTSS process, to which parents are invited. Parent input is an integral part of the MTSS process, regardless of the situation. |
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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: no information |
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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 |
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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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