
Title I Comprehensive Schoolwide Plan
CONNECTIONS EDUCATION CENTER OF THE PALM BEACHES (4100)

ELA

1. List prioritized needs statements.

Connections Education Center is an ESE center school serving students on the autism spectrum and other developmental disabilities. Instruction is driven by the student's IEP goals. Florida State Standards Access Points are used for the majority of our students. According to our data and needs assessment, our ELA priorities are focused on increasing gains in reading comprehension, vocabulary, and written expression. 77% of our students in grades 3-8 scored a Level 1 or 2 on the FAA. 100% of our grades 3 - 8 students scored a Level 1 on the FAST PM2. 60% of our grade Kinder - 2 students scored a Level 1 on the FAST PM2. Pre/Post-ULS Assessments show reading comprehension as an overall weakness. Monthly data chats give our teachers time to share successes and challenges, collaborate, and analyze data is also a priority. We will continue the use of the Unique Learning System (ULS) and News 2 You for grades K-8 which allows teachers to use state standards and Access Points and adapt to the different levels of the students in all subject areas and use it with increased fidelity. With over 50% of our students being nonverbal, teachers adapt it even further to meet the unique needs of our students. ULS also provides data that can be used to determine if the student is on track, needs supplemental material, or adapted material. We supplement with a variety of on-line, researched-based curricula such as TeachTown, Reading A-Z, Raz Kids, and Lively Letters. The identified need for more small group and one-on-one instructions to target deficit areas could be met with additional staff. Teachers need to learn to adapt materials to stress "real word" reading and writing; focusing on skills needed to be as independent as possible when they reach adulthood. PD for staff to support the need for differentiated instruction and focus on the specific needs of individual students.

2. List the root causes for the needs assessment statements you prioritized.

Connections is a center school for students with autism spectrum disorder and other related disabilities. Our students have significant communication delays which makes language arts instruction very challenging. Instruction is customized for each individual student which can be challenging. Retention of material over time is a constant challenge for students with ASD. Students with ASD have processing deficits which may lead to not being engaged in the material. Many of our students have significant behavioral challenges that impact learning as well. Many of the students also have sensory needs and need assistance with self regulation. Scheduling the appropriate amount of time for ELA so that targeted skills can be addressed is another challenge. Large group instruction is a challenge for our students, so the importance of having supplemental staff trained to provide direct instruction in small groups and one-on-one instruction is a challenge. Parent participation and attendance in trainings and follow-up at home are challenging.

3. Share possible solutions that address the root causes.

Provide additional staff to implement more small group and one-on-one instruction to target deficits and provide more individualized instruction. Provide extended learning opportunities to students to again target deficits, use more individualized methods for each child's learning style, and decrease challenging behaviors that are lessened in a one-to-one setting. Document student-specific data chats that include present levels and future interventions and strategies. Increase school-parent support by committing to using the Class Dojo app with fidelity as well as parent trainings on academics, behavior, and life skills.

4. How will school strengthen the PFEP to support ELA?

- Communication

Teachers and therapists will provide monthly feedback on student participation and progress in ELA to parents via Class Dojo as well as provide the parents with tools to use to deal with challenging behaviors at home so that parents are better able to focus on ELA support. Staff will encourage parent feedback on daily home notes, especially in the area of ELA. The school will have quarterly parent meetings that will focus on ELA activities for bridging school and home cohesiveness. We will continue to use these methods to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times. Use of our Parent Resource Specialist to meet with parents and provide materials, support, and connect to community resources.

- Parent Training

Training focusing on various tools and interventions that can be used at home that help de-escalate challenging behaviors that prevent parents from working on literacy skills at home. Training on how to develop an individualized parent communication/engagement plan that will foster parents/teacher communication and reinforce ELA skills at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

Stakeholders could look for other funding sources for materials, curricula, and trainings to increase literacy skills. They could provide volunteers and community-based partnerships to help provide student support in the area of ELA. Stakeholders could also provide financial and/or in-kind support for extended learning opportunities.

- **Students**

Follow individual behavior plans that will lead to being "ready to learn". Stakeholders could also provide support to students by volunteering or providing financial support during school and extended learning opportunities.

- **Parents**

Attend parent conferences, IEP meetings, parent training, and PTO/SAC meetings. Also, give daily feedback through daily communication logs and/or Class Dojo. Stakeholders could assist by providing incentives to encourage participation in these activities.

- **Staff Training**

Staff will be trained in how to use Class Dojo and how to engage with the parents to enhance home/ school communication. Staff will also be trained to utilize Unique Learning System (ULS) and IXL. Both are computer based programs that can enhance ELA achievement at home through the use of increased practice. This would build better relationships with students and parents.

- **Accessibility**

Provide in person and online access during meetings and record meetings and trainings for parents to view at a later time. Hold meetings at various times to ensure the parents are given the opportunity to participate. Assist parents in downloading and using Class Dojo. Contact community and district offices to support the known needs of all families. All families are invited to parent trainings- Limited English Proficiency, Disabilities, Migratory Work & Homelessness. Connections Parent Resource Specialist will also provide resources and assistance in this area.

Math

1. List prioritized needs statements.

Connections is an ESE center school serving students on the autism spectrum and other developmental disabilities. Instruction is driven by the student's IEP goals. Florida State Standards Access Points are used as well as the Florida State Standards (B.E.S.T.). According to our recent FSAA data, 60% of students in grades 3-8 scored at Level 1 or Level 2. 100% of students taking the FAST PM2 in grades 3 - 8 scored a Level 1. 73% of students taking the FAST PM2 in grades K - 2 scored a Level 1. Data reflects a need for addressing improvements. ULS data shows minimal growth over time in math skills. Math priorities are focused on increasing gains in computational skills and problem-solving.

2. List the root causes for the needs assessment statements you prioritized.

Over 50% of our students at Connections are nonverbal or minimally verbal and deficits in communication and retention are the root cause of many of the difficulties our students experience. Abstract math concepts are difficult for students with ASD. There are minimal supplemental materials that are designed for the specific needs of students with ASD. The lack of a comprehensive math curriculum and supplemental math materials that meet the specific needs of our students continues to be a contributing factor to making gains. Need for active parent engagement.

3. Share possible solutions that address the root causes.

Provide extended learning opportunities focusing on making gains in math skills. Provide supplemental resources and material, print or online. Professional development for paraprofessionals to increase their instructional skills. Provide additional staff to further customize/differentiate instruction and for additional behavioral support in the classroom - either in small groups or one-on-one. Conduct parent training on math strategies and appropriate classroom behavior.

4. How will school strengthen the PFEP to support Math?

• Communication

Make use of our Parent Resource Specialist to encourage parents to access math materials from our parent resource center where parents can have access to at-home activities for math. Use Class Dojo to share monthly progress in math as well as supplemental resources. Math Curriculum Night held in the first quarter of the year. Record meetings and trainings for viewing at a more convenient time for parents. We will continue to use different ways to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times.

• Parent Training

Parent training to provide strategies for parents to use to decrease challenging behaviors so that they can work on math skills (through math strategies) with their child at home. Training to share innovative math materials (with families and guardians) that may be used in the classroom to increase math skills. Parent training to give hands-on assistance with loading and using Class Dojo to communicate with teachers.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

Stakeholders could assist with in-kind and monetary donations or sponsorships to provide materials and supplies for extended learning opportunities during the school day and through after-school tutoring. They could also volunteer their time to assist with in-class support during math centers and help in the parent resource center that gives parents access to resources, technology, and assistance to use technology effectively.

- **Students**

Stakeholders could volunteer to assist students and support staff to enable students to use the necessary strategies to follow their individual behavior plans so that they can "be ready to learn".

- **Parents**

Stakeholders could provide support for parent trainings, and provide incentives for attendance (gift cards, food, etc.). They could assist with Math Night by providing materials or community resources.

- **Staff Training**

Teacher and paraprofessional training to learn how to differentiate instruction in math for students with a variety of learning challenges and styles. Training to share innovative math materials (with families and guardians) that may be used in the classroom to increase math skills. Using Unique Learning System (ULS) with fidelity - Math features and other math resources such as Touch Math and IXL.

- **Accessibility**

Use of technology at school for parents who do not have it or need help with navigation through resource center. Provide technology to use at home, recorded trainings and meetings, and transportation assistance. All families are invited to SAC and parent trainings inclusive of parents with Limited English Proficiency, Disabilities, Migratory Work & Homelessness.

Science

1. List prioritized needs statements.

Connections is an ESE center school serving students on the autism spectrum and other related disabilities. Instruction is driven by the student's IEP goals, as well as the Florida State Standards (B.E.S.T.) and Florida State Standards Access Points. According to our recent FAA data, 29% of students in grades 3-8 scored at Level 1, and 50% of the students in grades 3-8 are at Level 2 in Science. Past data reflects some slight improvement in the area but it still reflects a need for intervention and support. The need for increasing gains in executive functioning skills in science is a priority.

2. List the root causes for the needs assessment statements you prioritized.

Connections' student population consists of over 50% of students who are nonverbal and deficits in communication, retention, and executive functioning are the root cause of many of the difficulties. Abstract concepts are difficult for students with ASD. Gains are hindered because of these challenges. Teachers have to adapt materials to meet the unique needs of our students. The lack of an appropriate, hands-on science curriculum for this population of students is another contributing factor to making gains.

3. Share possible solutions that address the root causes.

Focusing on incorporating concrete, real-world science activities that are hands-on and engaging for our students should increase comprehension and retention of science concepts. Supporting executive functioning skills to help comprehension of skills presented. Supporting challenging behaviors by following through on the strategies on the Behavior Intervention Plan. Provide extended learning opportunities to students and hands-on instructional resources (with visual cues), print and web-based.

4. How will school strengthen the PFEP to support Science?

• Communication

Progress reports given to the parents on a trimester schedule. As well as communication through newsletters, Class Dojo that includes what is being taught in the area of science, and ways and resources to support skills addressed in school at home. We will continue to use different ways to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times. Connections' Parent Resource Specialist to hold meetings to introduce how to access science materials in our resource center.

- **Parent Training**

How to use real-world activities to promote science concepts in the home environment.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

Stakeholders could assist with volunteering, sponsorships, in-kind and monetary donations to support science. They could also assist with Science Night, community-based science experiences, and extended learning opportunities.

- **Students**

Stakeholders could assist in providing incentive for student participation and progress during Extended Learning Opportunities.

- **Parents**

Stakeholders could provide incentives for attendance in parent activities and trainings as well as community-based support science-based activities.

- **Staff Training**

How to integrate science and literacy in making relevant and engaging science lessons in the classroom and share it with families during PTC.

- **Accessibility**

Include science and technology resources in our Parent Resource Center. All families are invited to SAC and parent trainings inclusive of parents with Limited English Proficiency, Disabilities, Migratory Work & Homelessness. Trainings can be recorded to be watched at a time convenient for the parent.

Social Studies

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Social Studies?

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- How will school strengthen the PFEP to support Social Studies?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

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This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

Acceleration Success

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Acceleration Success?

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- How will school strengthen the PFEP to support Acceleration Success?

This school has chosen to be exempt from this area.

- **Communication**

This school has chosen to be exempt from this area.

- **Parent Training**

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

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This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding optimum academic potentials.

Budget Total: **\$29,450.00**

Acct Description	Description
Paraprofessional	The HQ Paraprofessional will provide push-in/ pull-out individualized classroom support for K-8 in reading and math under the supervision of a certified teacher.

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	The certified teachers will provide afterschool Math/Reading tutorial for students in grades K-8 to remediate classroom concepts starting October 2025 - January 16, 2026.	6	\$40.00	2	2	12	Certified	Original	\$11,520.00

Action Step: Parent/Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: \$449.50

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Book for Literacy Night - Book Name TBD	80	\$5.00	Program Supplies	Original	\$400.00
	Paper for parent communication	1	\$49.50	General Supplies	Original	\$49.50

Action Step: Professional Learning

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

Budget Total: \$0.00

Acct Description	Description
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Mission Statement

1. Mission Statement

Connections Education Center of the Palm Beaches is a progressive educational community that is dedicated to providing a safe, respectful, and personalized learning environment for students with autism spectrum disorder. Our mission is to to foster the development of the necessary learning, social, and self-care skills in students on the autism spectrum using evidence-based practices and a family-centered approach. We value our families and recognize the important role they play as students' first and best teachers, and we have a mission statement that is dedicated to our work with families. Fundamental to our mission is a commitment to the active involvement of a competent and caring staff, informed and engaged families, and a safe and orderly learning environment.

Involvement of Stakeholders

Name	Title
Debra Johnson	Principal
Melissa Carman	Director of Education
Paula Perretz	Speech Therapist
Aura Ortiz	Parent/PTO/SAC
Ana Gropper	Parent
Charleen DeCort	Volunteer Coordinator
Adriana Lawrence	Staff Member
Beth Potter	ESE Contact/Title I Contact
Katherine Knapfel	Community Partner - Big Brothers Big Sisters
Jason Portman	Director of Operations
Marci Kaplowitz	BCBA - staff
Dawn Donahue	Community Partner - D3 Advertising
Sonia Kay	Former Board Member
Betsy Cohen	Volunteer Coordinator
Kristen Belford	Assistant Director of Education

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Emails/written communication sent out to parents and staff to see if there was an interest in helping with the development of the plan. Due to the size of our school, we select parents that show an interest. Community partners are sent invitations to participate and then, depending on the response, we look for a diverse spectrum of community partners.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

CNA and PFEP meetings were held. Verification sent to the district. Minutes from meetings, with dates and time, copies of emails and written communication are saved as documentation. Title I Updates will be a standard agenda item for all monthly SAC meetings. PTO/SAC meetings are held monthly. These meetings will be conducted both in person and virtually through Google Meet.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders' meetings were held in the spring for input, written/emails from parents/staff that couldn't attend the meeting were sent. Draft of the plan as sent out and suggestions made and implemented when appropriate. Training supplies and family take-home packs for book fair, tutorial and paraprofessional salary will be funded by Title I.

Name	Title
Debra Johnson	Principal
Beth Potter	ESE Contact/Title I Contact
Aura Ortiz	Parent / PTO / SAC
Jason Portman	Director of Operations

Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

September 30, 2025 5:30pm Connections Education Center - Conference Room

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

The parents, teachers, and community will be notified about the Annual Meeting via the school website, email, flyer in student's backpack, and our monthly newsletter.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

An invitation, agenda, PowerPoint presentation will be shared with attendees and sent out via email to all staff, parents, and community stakeholders after the meeting.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Building Collaborative Partnerships with Families

- What specific strategy, skill or program will staff learn to implement with families?

Staff will learn: - Share strategies for establishing trust: active listening, empathy, and culturally responsive communication. - Highlight the mutual expertise parents and educators bring regarding the student's strengths, challenges, and routines. - Tools and protocols for regular updates.

- What is the expected impact of this training on family engagement?

Staff will be provided with tools to empower and support them in maintaining clear, consistent, and collaborative communication channels with families.

- What will teachers submit as evidence of implementation?

Teachers will submit their classroom parent communication plan that will include a tracking sheet to document contacts

- Month of Training

August 2025

- Responsible Person(s)

Melissa Carman, Kristen Belford

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Responding to challenging behaviors in the classroom

- What specific strategy, skill or program will staff learn to implement with families?

Staff will learn: Antecedent-Behavior-Consequence and how it relates to behaviors. Replacing problem behaviors with functional alternatives. How to implement preventative strategies and reinforcement for desired behaviors. Teaching coping skills (e.g., calm down strategies).

- What is the expected impact of this training on family engagement?

Teachers and staff will work together with our families to address concerning behaviors seen in school and at home and implement strategies to decrease non desired behaviors and increase occurrences of desired behaviors through use of reinforcement. Staff and families work closely together to determine if strategies are effective and can make adjustments as needed if the team decides. Staff will get input from families to determine what type of system will work best (e.g. first/then, token board) for students. Teachers will learn how to effectively implement preventative strategies into daily classroom routines to ensure a effective learning environment.

- What will teachers submit as evidence of implementation?

Teachers will create a reinforcement system to implement with a student in their classroom whom they are currently working alongside the family to improve behavioral outcomes. All materials created will be offered to family to be used at home.

- Month of Training

October 2025

- Responsible Person(s)

Marci Haft, BCBA, Melissa Carman, Toriano Hill

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Creating a Unified Support System Between Home and School

- What specific strategy, skill or program will parents learn to implement with their children at home?

Creating open lines of communication to implement consistent strategies between home and school, promoting a cohesive team focused on student growth. Parents will learn: Sharing goals and strategies between school and home routines Effective communication between the school team and home Navigating community resources

- Describe the interactive hands-on component of the training.

Parents will create an account and register under their classroom teacher to access classroom and school resources and information.

- What is the expected impact of this training on student achievement?

Increased communication between school and home to improve student outcomes through consistency, support, and increased family engagement.

- Date of Training

9/9/25

- Responsible Person(s)

Kristen Belford, Melissa Carman

- Resources and Materials

PowerPoint Class Dojo parent account, Class Dojo family account.

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Positive Behavior Support & Emotional Regulation - creating an environment conducive to learning at home.

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Preventative strategies to decrease the occurrence of target behaviors in the home and at school to create an environment conducive to learning. Parents will learn: ABCs of behavior (Antecedent-Behavior-Consequence). Replacing problem behaviors with functional alternatives. Teaching coping skills (e.g., calm down strategies).

- **Describe the interactive hands-on component of the training.**

Parents will select a themed token board (student specific) and practice utilizing it for student reinforcement. Parents will share with the group and discuss.

- **What is the expected impact of this training on student achievement?**

Increase productivity and independence while decreasing the occurrence of problematic behaviors.

- **Date of Training**

12/2/25

- **Responsible Person(s)**

Marci Haft and Toriano Hill

- **Resources and Materials**

PowerPoint Token boards, First/then boards, Choice board/Core board.

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

Literacy Night - Promoting Literacy Activities at Home

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support parents learning at home, parents will be able to learn how their child's teacher approaches literacy in the classroom and how they can carry over those activities in the home setting.

- Describe the interactive hands-on component of the training.

Parents will meet with their child's teachers, who will demonstrate various ways to extend classroom literacy activities at home, such as read-alouds, the use of props, educational apps for reading and ELA.

- What is the expected impact of this training on student achievement?

Increased home participation in literacy activities will reinforce skills being taught in the classroom - leading to increased reading achievement.

- Date of Training

2/10/26

- Responsible Person(s)

Classroom teachers and therapists

- Resources and Materials

Invite, PowerPoint, Take-home Literacy information

- Amount (e.g. \$10.00)

\$500 - Parent Training Books

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

ESE Department

- Describe how agency/organization supports families.

Through SDPBC's ESE Department we are able to provide support to our families. The area resource teacher is available to answer questions, attend IEP meetings, and assist with placement at a public school if the parent is choosing to leave Connections. The ESE Department has a yearly fair showcasing transition services for middle and high school students to attend. The ESE Department also has trainings available to parents.

- Based on the description list the documentation you will provide to showcase this partnership.

Sample communication with ESE Dept. and newsletters from the ESE department

- Frequency

Monthly

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Youth Service Department

- Describe how agency/organization supports families.

Part of the Youth Service Department's Summer Camp Scholarship Program is to help families by providing free Summer Camp to qualifying students.

- Based on the description list the documentation you will provide to showcase this partnership.

Emails will be sent to parents regarding the opportunity to apply. Featured in our bi-monthly newsletter from January 2026 to May 2026. Posts on social media to showcase campers will be done.

- Frequency

Monthly from January 2026 to May 2026

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Early Learning Coalition

- Describe how agency/organization supports families.

Connections Education Center is a provider for the Early Learning Coalition to provide affordable child care opportunities for before and after school hours.

- Based on the description list the documentation you will provide to showcase this partnership.

Early Learning Coalition contract and information about the program in newsletters.

- Frequency

Monthly

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Information about the Title I programs, meetings, and other activities will be provided to parents and families via our monthly newsletter, our parent communication app (Class Dojo), flyers, and updates on activities and services given at monthly SAC/PTO meetings. Any written communication is sent out in all languages. Emails are sent in English and translated into Spanish.

- List evidence that you will upload based on your description.

Flyers, copies of newsletters, minutes from meetings, sample email parent communication.

- **Description**

The Parent Student Handbook, which is handed out at the beginning of the school, explains the overall curriculum. Curriculum Night will be held in September so parents can meet with their child's teacher to review the curriculum, assessments, and what is used to measure proficiency. At least 2 individual parent conferences are held each year, and every student's IEP is updated at least once a year with input from the parents and outside providers. Parents are given daily notes from the teacher.

- **List evidence that you will upload based on your description.**

Copies of any flyers, emails, newsletters, and parent conference forms

- **Description**

Most students are on an Access Point curriculum in grades 3rd to 8th grade. Reading and math assessment results are attached to report cards at each marking period. Copies of Florida Alternate Assessment are sent to parents via communication folders or mail. Student progress is discussed at the student's IEP meeting and bi-annual parent conferences.

- **List evidence that you will upload based on your description.**

Sample of unit assessments, conference staffing notes, IEP schedule, and SBT minutes.

- **Description**

The Student Handbook informs parents that they are active participants in the decision making related to the education of their child(ren). This is re-emphasized again through the School-Parent-Student Compact. Every student at Connections has an IEP and with each yearly meeting, a Parent Participation Form is sent out. Parents are required to attend IEP meetings. Parents are part of the IEP process - with IEP goals sent home prior to the actual IEP meeting and discussed with parents to get their input.

- **List evidence that you will upload based on your description.**

Copy of Student Handbook. Sample of IEP and parent conference staffing notes.

- Description

Meetings will be scheduled both in the morning and evening and via Google Meet or Zoom. With past increased participation in virtual meetings via Google Meet/Zoom, we will offer meetings virtually and record them so that parents can view them if they are unable to attend live. For evening, in-person meetings, childcare will be provided. Transportation barriers will be addressed on an individual basis.

- List evidence that you will upload based on your description.

Copies of notices sent out for meetings with options for attendance Childcare schedule

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

Connections has a high percentage of Spanish-speaking families, and therefore, has three designated staff members to assist with communication with parents. They will call or text families to ensure that they have received and understood the information sent home. All documentation and electronic materials are available in the parents' preferred language. Connections is committed to having at least one bilingual staff person in most classrooms. Class Dojo, our parent communication app, features a translation tool that translates between English and Spanish.

- List evidence that you will upload based on your description.

Provide a list of Spanish and Creole -speaking staff. Translated communication (letters, flyers, emails).

- Description

Connections does not have any families that require those services but will provide them as needed. Should we have, we will provide the necessary accommodation and services. Our school is ADA accessible. We will contact the District ESE office if accommodations are needed for hearing and vision-impaired students.

- List evidence that you will upload based on your description.

Log of any accommodations and/or services that were needed. Photo of ADA access at Connections

- Description

CECPB does not have any families that require those services but will provide them as needed. Should we have, we will coordinate with the district's Migrant Office on the possible support and services we need to provide.

- List evidence that you will upload based on your description.

If Connections has a family that needs Migrant services, we will keep a log and communicate with district's Migrant Office, flyers

- Description

CECPB families that require those services will be provided information on the McKinney-Vento programs as well as other community resources that will assist the family's needs. School Based Team (SBT) will meet to discuss the student if needed.

- List evidence that you will upload based on your description.

If Connections has a student that meets criteria for McKinney-Vento services we will connect that family and keep a log of such transactions, communication with McKinney-Vento specialist, flyers

Other Activities

1. Activity #1

Activity #1

• **Activity #1**

This school has chosen to be exempt from this area.

• **Name of Activity**

Connections has chosen to be exempt from this area.

• **Brief Description**

Connections has chosen to be exempt from this area.

2. Activity #2

Activity #2

• **Activity #2**

This school has chosen to be exempt from this area.

• **Name of Activity**

Connections has chosen to be exempt from this area.

• **Brief Description**

Connections has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

Connections has chosen to be exempt from this area.

- Brief Description

Connections has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Connections Education Center believes strongly that learning takes place in many places outside the classroom. Parents are encouraged to participate in support groups and training provided free of charge by The Center for Autism and Related Disorders (CARD). CARD also provides support groups for middle school students and social skill training for students. CECPB provides after-school groups to address the following areas: life skills (shopping/cooking), recreation/leisure skills (bowling, soccer, tennis), social skills, and Lego club. During the school day, part of the day is focused on developing independent functioning skills (doing laundry, home and daily living skills, pre-vocational skills, school store, recycling program). We also have weekly swim instruction at a local community pool, weekly creative movement/music provided in partnership with Arts4all, and daily physical education, and weekly nutrition and art classes. CECPB is actively involved with the Kravis Center's STAR program, providing standards-based exposure to theater arts. We also have a school garden. Our middle school students participate in a culinary program, Recipes for Success, through Extraordinary Charities. To document implementation, our school will collect the following as evidence: picture portfolios of various non-academic activities, contracts for creative movement classes, and data for health and wellness activities.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

As a center-based ESE school, Connections Education Center's students all have Individual Education Plans to address goals and objectives in academic, social-emotional - life skills, and independent functioning domains. We have a School-Based Team that meets monthly to address areas of concern with students. We use the school district's MTSS where a four-step process is used that includes: • Step 1: Define, in objective and measurable terms, the goal(s) to be attained • Step 2: Identify possible reasons why the desired goal(s) is not being attained. • Step 3: Develop & implement a well-supported plan involving evidence-based strategies to attain the goal(s) • Step 4: Evaluate the effectiveness of the plan in relation to stated goals. Through the use of the tiered system, the SBT can analyze data and make recommendations for interventions. This system is used primarily to look at a change of eligibility and/or placement. Appropriate meetings will be done face to face and or online/virtual. To document implementation our school will have a binder with agendas and sign-in sheets for meetings.

Provision of a Well-Rounded Education

1. Well-Rounded Education

As a school for students with social and communication challenges, we strive to provide various experiences for our students. By including a life skills program and prevocational programming, we are preparing students at a young age to develop the skills they will need to live independently, obtain and sustain employment, and have a repertoire of leisure skills to make their adult life meaningful and productive. The following enrichment opportunities are provided: - Doing laundry, home and daily living skills - Prevocational skills - School store - Recycling program - Weekly swim instruction at a local community pool - Weekly creative movement/music provided in partnership with Very Special Arts - Kravis Center's STAR program provides standards-based exposure to theater arts - Theme-based field trips within the community and community-based instruction - Dolphin Camp - a partnership with Island Dolphin Care in Key Largo that provides one-day, unique, therapeutic, motivational, and educational dolphin-assisted therapy programs - Health and Wellness Program - School Garden To document implementation, our school will collect a pictorial portfolio as evidence. Data for the Health and Wellness Program is tabulated every month.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

As a center-based ESE school, all students have IEPs. Part of the IEP process dictates that you begin discussing transition plans when students turn 12 and continues for every year until graduation. Part of our curriculum includes lessons on career opportunities, self-determination and self advocacy, providing on and off-site exposure to a variety of job opportunities, and on-site prevocational training. Parents are encouraged to attend workshops provided by CARD that addresses college awareness. Our school store provides training opportunities on a variety of levels from basic math - accounting/bookkeeping skills, inventory management, ordering, stocking, marketing, and financial literacy. To document implementation, our school will provide evidence on students turning 12 via their IEPs. Parents will be encouraged to share knowledge of outside training at parent support groups via copies of materials.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This school has chosen to be exempt from this area - this school has an ESE prekindergarten program and transition to kindergarten IEPs are conducted for each student.

Professional Learning

1. Professional Learning

Connections Education Center believes that employee professional development is key to job satisfaction and retention. The instructional staff has access to District professional development opportunities through eLearning. The Center for Autism and Related Disorders (CARD) offers a variety of workshops and a yearly conference that includes free Educators Day. CECPB encourages staff to attend these learning opportunities. Through their individual professional development plans, staff can request training in areas of interest related to autism. Their request is evaluated by the administration, and if funding is available, the request is approved. Staff attending such training must present a summary of what they have learned at a staff meeting. New paraprofessionals are given a series of modules to complete to familiarize themselves with ASD and research-based interventions. We provide instructor-level training on Professional Crisis Management, an advanced crisis management system. Unlike other methods that teach intervention techniques only after individuals have become non-compliant, agitated or aggressive, PCM focuses primarily on prevention before a crisis occurs. This staff member then trains all CECPB staff in this intervention method. To document implementation, our school will collect professional development plans for all instructional staff. Training certificates will be submitted and kept in personnel files, and PCM training agendas, sign-in sheets, and competency tests will be maintained on file at the school. We have established a Professional Development Fund that is donor-based, where staff can apply for monies for specific professional development, classes, etc.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

CECPB uses Teachers-to-Teachers Florida, INDEED, and social media to recruit certified and effective teachers and staff. Our salary scale meets and often exceeds the District. We also have an incentive program for staff that refers someone to Connections and they are hired. Our paraprofessionals are salaried employees and receive training throughout the year. Providing staff development and encouraging furthering their education is another way to retain effective staff. CECPB also instituted an employee referral incentive program where staff that refer someone to CECPB for employment get a stipend if CECPB hires the potential employee and satisfactorily completes their 90-day probation. A second stipend is given if they satisfactorily complete one year of employment with us. CECPB pays for staff to take SAE for their certification. Our PTO organizes numerous teacher appreciation activities throughout the year to boost morale and show appreciation from the parents. Professional Learning Teams meet bimonthly to review data, discuss new and innovative techniques, and discuss academic and behavioral strategies for challenging students. To document implementation, our school will collect copies of our salary schedule, log in to the INDEED account to verify job postings, and compile a pictorial portfolio of PTO activities provided for staff. All staff are valued at CECPB.