
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. Our instruction is driven by the Florida B.E.S.T standards and assessment data. Our lower elementary students are on standards and a majority of our upper elementary and middle school students are on access points. According to our data and needs assessment, our ELA priorities are focused on increasing gains in reading comprehension, vocabulary, and written expression and improving our FAST and FAA scores. Our overall data for students scoring Level 1 is as follows: SY25 PM 3: 76.92% SY26 PM 1: 84.62%. PM 2: 87.76% this further demonstrates our need to target instruction in reading comprehension, vocabulary, and written expression.

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

Connections serves students with Autism Spectrum Disorder and other related disabilities with significant support needs. Many of our students demonstrate severe communication delays, sensory processing challenges, and difficulties with self-regulation. Students often require structured routines, visual supports, and individualized behavioral interventions to fully access instruction. Additionally, many experience processing deficits and difficulty retaining previously taught information, which impacts their ability to generalize skills and make consistent academic progress. Due to the intensity of our students needs, our program requires specialized curriculum and a wide range of supplemental instructional materials designed to support learners with autism. Traditional curriculum often lacks the scaffolding, visual supports, and repetition necessary for our students to successfully engage with content. In addition, students require consistent adult support to assist with communication, behavior regulation, and engagement in instruction. It is essential that our classrooms are supported by highly trained paraprofessionals and staff who are knowledgeable in specific instructional strategies, communication supports, and behavior interventions in order to effectively meet student needs and improve learning outcomes. In addition, many of our families are working families who would also benefit from additional training and support in learning strategies to help reinforce communication, behavior, and academic skills with their children at home.

3. Share possible solutions that address the root causes.

Possible solutions are: -Biweekly PLCs and data chats to give our teachers time to share successes and challenges, collaborate, and analyze data to develop instruction to target student deficits. -Use of iReady for all students for ELA -Increase in small group and one-on-one instruction by certified teachers, highly qualified paraprofessionals, and reading endorsed teachers. -Increase the number of students who receive progress monitoring and Tier 2 and 3 intervention. -Offer more professional development for both paraprofessional and teachers. -Increase school/home communication

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

- **Communication**

Teachers/therapists will communicate (ClassDojo, email, home notes, IEP meetings, etc) with families to provide feedback on student participation and progress in ELA. Teachers/therapists will offer to meet with families to further discuss ELA needs if necessary.

- **Parent Training**

Offer parent training focusing on communication/AAC which help strengthens our students' oral language comprehension, vocabulary knowledge, and word building abilities. Also offer parent training to help with decreasing challenging behaviors at home so parents are able to engage in ELA activities at home with their children.

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

- **School**

School will provide a safe school environment that is conducive to learning, provide high quality curriculum and instruction, encourage staff development, and to obtain online lines of communication with families.

- **Students**

Students will attend school regularly and strive to perform to the best of their ability.

- **Parents**

Parents will attend parent/teacher conferences, IEP meetings, parent trainings, and PTO/SAC meetings. Parents will communicate with teachers/therapists daily and provide a home learning environment that encourages learning.

- **Staff Training**

Staff will receive professional development training to appropriately implement and instruct ELA core and supplemental ELA curriculum as well as administer and analysis ELA assessments/diagnostics.

- **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. Contact community and district offices to support the known needs of all families. Connections Parent Resource Specialist will also provide resources and assistance in this area.

Math

1. List prioritized needs statements.

Connections Education Center is an ESE center school serving students on the autism spectrum and other developmental disabilities. Our instruction is driven by the Florida B.E.S.T standards and assessment data. Our lower elementary students are on standards and a majority of our upper elementary and middle school students are on access points. According to our data and needs assessment, our Math priorities are focused on increasing our FAST and FAA Math scores. Only 18 out 37 accountable students form SY25 main gain in math on either the FAST or FAA. Our overall data for students scoring Level 1 is as follows: SY25 PM 3: 79.49% SY26 PM 1: 87.23%. PM 2: 83.67%.

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

Connections serves students with Autism Spectrum Disorder and other related disabilities with significant support needs. Many of our students demonstrate severe communication delays, sensory processing challenges, and difficulties with self-regulation. Students often require structured routines, visual supports, and individualized behavioral interventions to fully access instruction. Additionally, many experience processing deficits and difficulty retaining previously taught information, which impacts their ability to generalize skills and make consistent academic progress. Due to the intensity of our students needs, our program requires specialized curriculum and a wide range of supplemental instructional materials designed to support learners with autism. Traditional curriculum often lacks the scaffolding, visual supports, and repetition necessary for our students to successfully engage with content. In addition, students require consistent adult support to assist with communication, behavior regulation, and engagement in instruction. It is essential that our classrooms are supported by highly trained paraprofessionals and staff who are knowledgeable in specific instructional strategies, communication supports, and behavior interventions in order to effectively meet student needs and improve learning outcomes. In addition, many of our families are working families who would also benefit from additional training and support in learning strategies to help reinforce communication, behavior, and academic skills with their children at home.

3. Share possible solutions that address the root causes.

Possible solutions are: -Biweekly PLCs and data chats to give our teachers time to share successes and challenges, collaborate, and analyze data to develop instruction to target student deficits. -Use of iReady for all students for Math -Increase small group and one-on-one instruction by certified teachers and highly qualified paraprofessionals. -Increase the number of students who receive progress monitoring and Tier 2 and 3 intervention. - Offer more professional development for both paraprofessional and teachers. -Increase school/home communication -Have a STEM night for families -Increases the use of manipulatives in classrooms for hands on learning to meet the needs of our students.

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

• Communication

Teachers/therapists will communicate (ClassDojo, email, home notes, IEP meetings, etc) with families to provide feedback on student participation and progress in Math. Teachers/therapists will offer to meet with families to further discuss Math needs if necessary.

• Parent Training

Offer parent training focusing on communication/AAC which help strengthens our students' participation in math activities. Also offer parent training to help with decreasing challenging behaviors at home so parents are able to engage in Math activities at home with their children. Offer a STEM night to our parents for them to learn fun, interactive ways to engage their children in Math activities at home.

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

• School

School will provide a safe school environment that is conducive to learning, provide high quality curriculum and instruction, encourage staff development, and to obtain online lines of communication with families.

• Students

Students will attend school regularly and strive to perform to the best of their ability.

- **Parents**

Parents will attend parent/teacher conferences, IEP meetings, parent trainings, and PTO/SAC meetings. Parents will communicate with teachers/therapists daily and provide a home learning environment that encourages learning.

- **Staff Training**

Staff will receive professional development training to appropriately implement and instruct core and supplemental Math curriculum as well as administer and analysis Math assessments/diagnostics. Also have a teacher/paraprofessional training on how to differentiate instruction using AAC and manipulatives.

- **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. Contact community and district offices to support the known needs of all families. Connections Parent Resource Specialist will also provide resources and assistance in this area.

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 SY25 FAA data, 25% of students in grades 3-8 are proficient in Science and 75% of the students in grades 3-8 are not proficient in Science. This reflects slight improvement in the area from SY24 but we still need intervention and support in Science. The prioritized need is increase of Science testing scores and improve student engagement in science activities.

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

Connections serves students with Autism Spectrum Disorder and other related disabilities with significant support needs. Many of our students demonstrate severe communication delays, sensory processing challenges, and difficulties with self-regulation. Students often require structured routines, visual supports, and individualized behavioral interventions to fully access instruction. Additionally, many experience processing deficits and difficulty retaining previously taught information, which impacts their ability to generalize skills and make consistent academic progress. Due to the intensity of our students needs, our program requires specialized curriculum and a wide range of supplemental instructional materials designed to support learners with autism. Traditional curriculum often lacks the scaffolding, visual supports, and repetition necessary for our students to successfully engage with content. In addition, students require consistent adult support to assist with communication, behavior regulation, and engagement in instruction. It is essential that our classrooms are supported by highly trained paraprofessionals and staff who are knowledgeable in specific instructional strategies, communication supports, and behavior interventions in order to effectively meet student needs and improve learning outcomes. In addition, many of our families are working families who would also benefit from additional training and support in learning strategies to help reinforce communication, behavior, and academic skills with their children at home.

3. Share possible solutions that address the root causes.

Possible solutions are: -Biweekly PLCs and data chats to give our teachers time to share successes and challenges, collaborate, and analyze data to develop instruction to target student deficits. -Increase small group and one-on-one instruction by certified teachers and highly qualified paraprofessionals. -Offer more professional development for both paraprofessional and teachers. -Increase school/home communication -Have a STEM night for families -Increases the use of hands on learning, such as science experiments in classrooms. -Increase the number of field trips for real life/hands on science learning.

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

• Communication

Teachers/therapists will communicate (ClassDojo, email, home notes, IEP meetings, etc) with families to provide feedback on student participation and progress in Science/STEM. Teachers/therapists will offer to meet with families to further discuss science needs if necessary.

- **Parent Training**

Offer parent training focusing on communication/AAC which help strengthens our students' participation in math activities. Also offer parent training to help with decreasing challenging behaviors at home so parents are able to engage in Science activities at home with their children. Offer a STEM night to our parents for them to learn fun, interactive ways to engage their children in STEM activities at home. Invite parents to attend the Science based field trips.

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

- **School**

School will provide a safe school environment that is conducive to learning, provide high quality curriculum and instruction, encourage staff development, and to obtain online lines of communication with families.

- **Students**

Students will attend school regularly and strive to perform to the best of their ability.

- **Parents**

Parents will attend parent/teacher conferences, IEP meetings, parent trainings, and PTO/SAC meetings. Parents will communicate with teachers/therapists daily and provide a home learning environment that encourages learning.

- **Staff Training**

Provide opportunities for our staff to learn how to engage our students with hands on learning for science. Include science in with our differentiated instruction. Incorporate more science into classrooms such as "Pets in the Classrooms" for more hands on learning.

- 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. Contact community and district offices to support the known needs of all families. Connections Parent Resource Specialist will also provide resources and assistance in this area.

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?

How will school strengthen the PFEP to support Social Studies?

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

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?

How will school strengthen the PFEP to support Acceleration Success?

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

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: **\$31,825.00**

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

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: \$469.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Paper, pencils, markers, folders, binders, pens	1	\$51.00	General Supplies	Original	\$51.00
	STEM Kits for STEM Night	11	\$38.00	Program Supplies	Original	\$418.00
	BT #1- COLLAPSED: Parent engagement supplies	-1	\$469.00	Program Supplies	Budget Transfer	-\$469.00
Enrichment Contracts	Item	Quantity	Rate	Type	Total	
	BT #1: Added: Cox STEAM Night- To provide a hands-on STEAM night interactive workshop for Connection's families. (2/8/2026)	1	\$469.00	Budget Transfer	\$469.00	

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 education 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
Melissa Carman	Principal
Kristen Belford	Asst. Director of Education
Aura Ortiz	Parent/PTO/SAC
Ana Gropper	Parent
Charleen DeCort	Volunteer Coordinator
Adriana Lawrence	Staff Member
Katherine Knapfel	Community Partner - Big Brothers Big Sisters
Jason Portman	Director of Operations
Marci Kaplowitz	BCBA - staff
Kim Tice	SLP Therapist
Sonia Kay	Former Board Member
Ellen White	Bookeeper
Patrikka Georges	OT Therapist
Debi Johnson	Founding Executive Director Emeritus

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/staff 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. These meetings will be conducted both in person and virtually through Google Meet. SAC meetings will be held the third Tuesday of each month.

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. Input from parents/staff that couldn't attend the meeting were recorded and taken into consideration. Draft of the plan as sent out and suggestions made and implemented when appropriate. Parents suggested a STEM night to help incorporate science at home. We are having a STEM night in February 2027.

Name	Title
Melissa Carman	Principal
Kristen Belford	Assistant Director of Education
Aura Ortiz	Parent / PTO / SAC
Jason Portman	Director of Operations
Ellen White	Bookkeeper

Annual Parent Meeting

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

Monday, October 5th at 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**

Using i-Ready Diagnostic Results to Drive Instruction.

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

Staff will learn how to use i-Ready Diagnostic results to explain student strengths, areas of need, progress, and instructional next steps to families. Staff will learn strategies for communicating assessment data in a meaningful way and providing families with specific, skill-aligned activities and suggestions they can use at home to support their child's learning. They will practice finding, printing, and analyzing diagnostic data to determine next steps and be able to better explain student outcomes to families.

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

The training is expected to increase meaningful two-way communication between teachers and families by helping families understand their child's academic data and how it connects to instruction and IEP goals. Families will be better equipped to reinforce targeted skills at home, participate in discussions about student progress and next steps, and take an active role in supporting their child's academic growth.

- What will teachers submit as evidence of implementation?

Teachers will submit copies of assessment results that can be sent home and shared with families, and/or home-learning recommendations or activities based on identified student needs identified directly from the assessment data.

- Month of Training

August

- Responsible Person(s)

Melissa Carman/Kristen Belford

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Building Family Partnerships Through AAC & Communication Supports

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

Teachers, therapists, and support staff will learn strategies for coaching families in the effective use of Augmentative and Alternative Communication (AAC) systems at home. Staff will be trained to model AAC use for families, provide accessible communication resources, create home-school communication routines, and build parent confidence in supporting communication across daily routines. Training will emphasize family coaching, collaborative problem-solving, culturally responsive communication practices, and consistent AAC implementation between school and home.

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

Families will feel more confident and equipped to support their child's communication development at home, resulting in increased parent participation, stronger collaboration with school staff, and more consistent communication supports across settings. Stronger family-school partnerships around communication will increase student independence, engagement, and academic access.

- What will teachers submit as evidence of implementation?

Teachers will submit family communication logs, examples of take-home academic resources, newsletters or digital family updates and academic supports with families.

- Month of Training

November 2026

- Responsible Person(s)

Speech Therapists

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Giving Every Child a Voice: AAC for Families

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

Parents and families will learn how to effectively use their child's Augmentative and Alternative Communication (AAC) device/system at home to increase communication opportunities throughout daily routines. Families will be trained on modeling language, prompting communication, encouraging choice-making, expanding vocabulary use, and using AAC during natural home activities such as mealtime, play, reading, and community outings. Parents will also learn how AAC supports literacy, comprehension, social interactions, and academic participation aligned to state standards.

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

Families will participate in hands-on guided practice using AAC devices and communication boards. Speech therapists will model communication strategies, demonstrate how to create opportunities for student responses, and coach families through real-life home scenarios. Parents will practice programming simple vocabulary, navigating device features, and facilitating communication exchanges through interactive role-play, games, and shared reading activities.

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

When AAC is consistently used at home and school, students will have increased opportunities to communicate wants, needs, ideas, and academic responses. Improved communication skills will strengthen classroom participation, literacy development, social interaction, and access to grade-level curriculum. Increased consistency across settings will support greater independence and overall academic achievement.

- Date of Training

September

- Responsible Person(s)

Speech Therapists

- Resources and Materials

AAC devices, communication boards, parent handouts, visual supports, modeled lesson examples, take-home communication activities, and speech therapist-created family guides.

- Amount (e.g. \$10.00)

\$0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Building Success at Home: Academic & Behavior Strategies for Families

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

Parents and families will learn evidence-based behavior management strategies that support academic learning and independence at home. Families will be trained on establishing structured routines, using positive reinforcement, implementing visual schedules, increasing on-task behavior, reducing challenging behaviors, and teaching replacement behaviors that promote communication, self-regulation, and academic engagement. Parents will also learn strategies to build homework completion skills, attention, and participation in home learning activities.

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

Families will participate in hands-on workshops led by BCBAs where they will practice creating home behavior plans, developing visual schedules, using token boards and reinforcement systems, and implementing strategies for transitions, task completion, and behavior regulation. Parents will engage in role-playing scenarios, problem-solving common home challenges, and designing individualized supports they can immediately implement at home.

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

Consistent behavior supports between home and school will increase student readiness to learn, improve attention and task completion, strengthen self-regulation skills, and reduce behaviors that interfere with academic progress. Students will demonstrate increased independence, improved participation in learning activities, and greater success meeting academic and functional goals.

- Date of Training

January

- Responsible Person(s)

Marci Haft

- Resources and Materials

Visual schedules, token boards, reinforcement charts, parent behavior support guides, home routine templates, BCBA-created strategy handouts, social stories, and take-home behavior support toolkits.

- Amount (e.g. \$10.00)

\$0

5. Parent and Family Capacity Building Training #3

- Name of Training

STEM Night

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

Parents will learn how to support STEM learning through inquiry-based activities that build problem-solving, critical thinking, communication, measurement, and reasoning skills. Families will learn simple hands-on science, technology, engineering, and math activities that connect classroom learning to everyday life and reinforce Florida state standards.

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

Families will participate in interactive STEM stations where they will complete hands-on challenges together such as building structures, measuring and comparing objects, simple science experiments, coding games, and problem-solving activities. Teachers will model questioning strategies families can use at home to promote higher-order thinking and student engagement.

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

Students will strengthen math reasoning, communication, collaboration, and problem-solving skills while increasing family involvement in learning. Increased engagement in STEM activities at home will support academic growth, improve confidence in tackling challenging tasks, and strengthen connections between school learning and real-world application.

- Date of Training

February

- Responsible Person(s)

Melissa Carman/ Kristen Belford

- Resources and Materials

STEM activity kits, manipulatives, measuring tools, building materials, science experiment supplies.

- Amount (e.g. \$10.00)

\$450.00

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 in regards to student evals/needs, newsletters from the ESE department, and IEP schedule with ESE department support as needed.

- Frequency

Quarterly

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

- Name of Agency

Youth Services 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, newsletters for our families will be provided with information, assistance with applying to the scholarship.

- Frequency

Monthly from February 2027 to May 2027

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, information about the program in newsletters, and social media posts from our ELC programs.

- 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. Emails are sent in English and translated into Spanish.

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

Flyers, invites, and agendas for parent trainings and Title 1 annual meeting will be sent home via email and backpacks in English, Spanish, and Creole. Invites, flyers, and agenda for SAC meetings will also be sent home to parents via email and backpack in English, Spanish, and Creole.

- 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 offered 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.

Invites, flyers, and communication about Curriculum night will be provided to parents via backpack, email, and ClassDojo in English, Spanish, and Creole. Proficiency levels for various assessments will be discussed at curriculum night.

- Description

Curriculum Night addresses all assessments and curriculum throughout the school year. I-ready diagnostics are given and shared 3x a year. Report cards are sent home sent home quarterly/trimester. Parent conferences are offered at each marking period. Student progress is discussed at the student's IEP meeting.

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

Sample of unit assessments, conference staffing notes, IEP schedule, assessment results.

- 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 notes and parent conference staffing notes. Invitation to CNA stakeholder meetings.

- 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.

Invitations to meetings (options for virtual or face-to-face) Agendas for meetings offered at different times of day Correspondence offering date/time options to parents

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 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). Evidence of automatic translation in ClassDojo for parents being able to communicate with staff in their native language.

- 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.

Photos of elevator, ramp, and handicap parking to make our campus more accessible.

- 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.

Migrant list from SIS, slide from annual Title 1 meeting, and migrant 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.

SDPBC housing questionnaire, communication with McKinney-Vento specialist, and slide from Title 1 meeting.

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, art club, 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, 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, and a golf program through First Tee-Florida Gold Coast. 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. Sign in sheets and meeting notes will be kept for documentation.

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: -Afterschool clubs - 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. We also meet with families during transition meetings to use a team approach to determine appropriate placement. 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 via transition 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. We have also established a Professional Development Fund that is donor-based, where staff can apply for monies for specific professional development, classes, trainings, etc. 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. 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.

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. 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 FTCE 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. Through these meetings, staff can work as a team to create meaningful relationships, opportunities for teamwork, and creates a cohesive work environment. 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.