

Monroe County School District Title I Parent and Family Engagement Plan



To Excellence in the Monroe County Schools

**2020
-
2021**

Title I Parent and Family Engagement Plan (PFEP)

MISSION STATEMENT

The Monroe County School Board believes that parent and family engagement is essential for the School District to fulfill its mission to empower all students to become responsible and contributing global citizens. Through partnerships with parents and guardians of Title I School students, the School District jointly creates the Parent and Family Engagement Plan to provide parents, teachers, and administrators a comprehensive strategy to involve all parents and to assist in providing high quality instruction to all learners.

PURPOSE

The purpose of the Parent and Family Engagement Plan is to create a roadmap for collaboration between schools and teachers, and parents and guardians. The School Board believes that children learn best when family members and teachers work together. When adult family members talk to their children about school, set expectations, and plan for future colleges or careers, their children tend to perform better in school. Students with involved families, no matter what their income, background, or language, are more likely to do better in school, stay in school longer, like school more, and be productive citizens of their community and country.

STRATEGIC OBJECTIVES

- Climate and Culture for Excellence
- Outstanding Student Achievement
- Effective Communication and Community Engagement
- High Performing Workforce
- Leader in Technology and Innovation
- Accountable Resource Management

Assurances

I, Theresa Axford, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
- Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)]
- Jointly develop/revise with the plan with adult family members or guardians, the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)]
- Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)]

Assurances

- Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
- Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].



To Excellence in the Monroe County Schools

Involvement of Parents

JOINT DEVELOPMENT

This Parent and Family Engagement Plan was made possible by the continued participation and involvement of parents and families. The annual Parent and Family engagement plan was jointly composed by parents, school administration, teachers, and Title I staff. Through out the organized, ongoing, and timely process of creating the plan, parent feedback was carefully considered and incorporated to ensure a plan that met the high standards of parents and of the Monroe County School District. This plan will be made widely available through print and on the district and Title I schools websites so that parents may continue to provide feedback through out the school year at PFEP review meetings, Title I events, SAC meetings, and online forums. With the continued communication and participation of parents and school leadership, this Parent and Family Engagement Plan will continue to be a dynamic document meant to service parents, families, and students.

ANNUAL PARENT MEETING

Annual Title I Nights will be held at each Title I School at the beginning of the school year. Parents and families will receive notification of the Title I Night event at their child's school through flyer, calendar, email, and social media. For each Title I Night, school leadership and Title I staff build an agenda, design an evidence-based strategy to ensure effective parental involvement at the event, coordinate transportation for attendees using Title I funds, and arrange translators and interpreters in Spanish and Haitian Creole to ensure that all parents receive the same information, at the same time, with the same ability to provide feedback. Coordinating federal programs staff and district programs staff attend the event to inform parents of other federal programs and available district services. At each Title I Night Event, parents and families are welcomed into the school to enjoy refreshments provided by Title I funds and to engage in a hands on learning activity with their student. Title I staff distribute the Title I brochure and deliver a presentation on Title I services including Parents Right to Know, Compacts, Yearly Progress, SAC Meetings, tutoring programs, Parent Resource Centers, Parent Educators, and other Title I Services. At the end of the event, parents are requested to provide feedback either in person at events, through online or paper survey, at a SAC meeting, or through contacting Title I staff.

Involvement of Parents

FLEXIBLE PARENT MEETINGS

In order for parents to participate in school meetings and events, it is essential that school meetings are flexible and match the needs of parents. To assess the needs of parents, the Title I Parent and Family Engagement Survey is distributed twice per year and specifically asks for parents preferred meeting times (morning, afternoon, evening), means of communication, and barriers to meeting attendance. Parent input on meeting times is also solicited verbally at SAC meetings, Title I feedback events, the annual Title I Night, ELL events, and other engagement events. The responses from parents are provided to school leadership and administration so that they may schedule meetings including SAC meetings, parent-teacher conferences, Title I events, feedback meetings, Parent Educator meetings, and other parent meetings at times that best meet parent needs. Based further off the parent responses and feedback, Title I funds transportation services to and from meetings, Parent Educators for translation services at meetings, childcare for parents at meetings, and virtual meetings or home visit options to ensure that all parents may attend the meeting or receive the meeting information in a timely manner. Minutes and agendas for SAC meetings and Title I meetings are also available on the school Title I webpage for parents to read and provide feedback in a manner that meets their schedule.

ACCESSIBILITY

Parents, regardless of native language or disability, may become involved in school activities in a variety of ways including SAC meetings, annual Title I Nights, parent-teacher conferences, and all school based meetings. Activities are hosted at the school sites, which take into account accessibility as defined by ADA guidelines. Information for parents will be distributed in the parent's home language whenever feasible. Title I documents and announcements, and school reports, meeting, and event information distributed to parents will be translated in to Spanish and Haitian Creole and Parent Educators are available at select Title I schools to assist in direct interpretation of parent meetings. Title I schools with significant limited English populations will host ELL Nights designed specifically with translators available.

Involvement of Parents

COMMUNICATION

Title I district and school staff, and school administration will remain in regular communication to ensure the timely delivery of Title I information, programs, and resources. Through monthly SAC meetings, monthly Title I school Contact Meetings, weekly Federal Programs meetings, weekly curriculum meetings, and monthly principal meetings, regular communication pertaining to Title I information is structured, organized, and ongoing on both the district and Title I school levels.

Communication with parents is equally structured and organized with consistently events such as Title I Nights, monthly SAC meetings, feedback forums, and ELL Nights (see next page for full list of events and communications). Regular communication with parents are planned and structured through monthly school calendars, bi-weekly newsletter, weekly take-home folders, and multiple online platforms.

The school curriculum, forms of assessment used to measure student progress (such as FSA), and school expectations are communicated with parents in a timely and structured manner at events and through scheduled information sent home to parents. Curriculum Nights, Title I Nights, ELL Parent Nights, SAC Meetings, and Parent Teacher Conferences are all events where expectations, assessments, and student progress are communicated to parents. Progress reports are mailed to parents and student progress is available online through the FOCUS Parent Portal.

The school and district both provide and schedule regular opportunities for parents to provide feedback and participate in school decision making at monthly SAC meetings and at the Compact Feedback meetings, PFEP and SIP Feedback meetings, parent-teacher conferences, and through online Title I Parent and Family Engagement Surveys at the beginning and end of the school year. Parents are also encouraged to schedule parent meetings and reach out to teachers and school staff via phone and email as often as they see fit and necessary. Parents may also submit comments regarding the school PFEP and SIP at SAC meetings, PFEP and SIP feedback meetings, by contacting Title I staff and online through the Title I Parent and Family Engagement Survey and via survey link on the school Title I webpage. Parent comments and feedback may be submitted anonymously through online surveys. Feedback will be submitted to Title I Principals and staff for consideration and incorporation.

Involvement of Parents

DISTRICT EVENTS AND COMMUNICATION

Events

- Family Academic Days
- Title I Nights
- Compact Form Feedback Forum
- Use of Title I Funds Feedback Forum
- PFEP and SIP Feedback Forum
- Title IX Events

Communications

- PeachJar Newsletters
- MCSD PFEP Facebook
- Title I Website
- Title I Brochure
- Family Fun Friday
- Grant Narratives

SCHOOL BASED EVENTS AND COMMUNICATION

Events

- Open House/Meet the Teacher
- Title I Night
- Title I Parent Meetings
- SAC Meetings
- EL Family Nights
- Curriculum Nights
- Parent Teacher Conferences
- Parent Teacher Student Conferences
- Literacy Night
- STEM Night
- Title IX Events
- Parent Feedback Sessions

Communications

- Parent Resource Library and Center
- Tuesday Folders
- Newsletters
- Calendars
- Websites
- Connect Ed Calls
- PeachJar Newsletters
- Text Messages
- Parent Educators
- FOCUS Parent Portal
- Progress Reports
- Report Cards
- Phone Calls
- Social Media
- Facebook
- Title I Brochures
- Parent Engagement Plan
- School-wide Improvement Plan

Involvement of Parents

RESERVATION OF TITLE I FUNDS

1 percent of Title I, Part A funds are reserved for parental and family engagement. Monroe County School District ensures that not less than 90 percent of the 1 percent of Title I funds received are reserved and go directly to eligible Title I schools and participating private schools. The federally allocated Title I funds are used to carry out activities and strategies including, the following:

- Parent and Family Engagement school wide staff training
- Parent Educators
- Parent Resource Centers stocked with take home family engagement learning materials, resources, and books
- Newsletters and other informational materials on best practices focused on parent and family engagement for busy parents
- Refreshments at Title I engagement meetings and trainings
- Transportation to and from Title I events and meetings
- Other engagement strategies suggested through parent feedback

Parent feedback on the Use of Title I Funds is solicited twice per year through the Title I Parent and Family Engagement survey (online and paper in English, Spanish, and Haitian Creole) and, at a fall SAC meeting, a Spring SAC meeting, and at the district Title I Feedback meeting. Parents at each Title I school are presented with the question below:

At least one percent (1%) of the district's Title I allocation is dedicated to parental engagement activities. Please mark each of the activities listed below that you believe Title I should fund:

- Take home learning materials (books, software, learning games, etc.)
- Informational materials (parent newsletters, booklets, etc.)
- Refreshments for Title I Parent Meetings/Trainings (food, beverages, etc.)
- Transportation to Parent Meetings/Trainings (bus provided)
- Other activities to consider: _____

Parent feedback on the Use of Title I funds survey is sorted by school and ranked from the most requested services to the least requested services. That data is shared with Title I staff, district leadership, and school principals so that funds used are aligned with parents needs and requests.

Involvement of Parents

ANNUAL EVALUATION

Toward the end of the school year in preparation for the subsequent school year, school Title I staff and administration present the current SIP, PFEP, parent compact, and proposed uses of family engagement funds at SAC meetings at Title I schools and at SIP, PFEP, and Compact feedback forums. Parents review the plans and provide verbal or written suggestions and feedback. A portion of the conversation focuses on the successes and challenges of elements of the plan implemented during the current school year and solicits suggestions for improvements. Additionally, the current PFEP and SIP plans will be shared publicly on the school Title I webpage with parent feedback forms in English, Spanish, and Haitian Creole. plans will be shared at the annual Title I meeting at each Title I school at the start of the school year. Feedback forms will be made available in hardcopy at meetings and online on Title I school webpages.

Other topics explored while conducting the annual evaluation of the PFEP and SIP plans include:

- Identifying barriers to greater participation by families in family engagement activities, with particular attention to parents who are economically disadvantaged, disabled, English Language Learners (ELL), limited literacy, homeless or are of any racial or ethnical minority background
- Evaluation feedback to design strategies and school PFEPs
- Parents preferred methods of communication and contact
- Parent feedback on Use of Title I Funds
- Parent feedback on strengthening the school-parent Compact

Parent and Family Engagement Plans (PFEP) Now Available!

Each year we ask parents and community members to jointly create our Parent and Family Engagement Plans (PFEP).

Through parent feedback and support, we are able to tailor our plans to meet the needs and expectations of students, parents, and school staff.

We need your opinion and feedback!
Take the Survey Below

Click the Title I School logo to read the plan on the school website



[Give us your Parent and Family Engagement Plan Feedback Here](#)

Involvement of Parents

EVIDENCE BASED STRATEGIES

The findings of the Annual Evaluation are used by Title I staff and Title I school leadership to design evidence-based strategies for more effective parental involvements. The term Evidence-Based means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes and other relevant outcomes based on:

- strong evidence from at least 1 well-designed and well-implemented experimental study
- moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study
- promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias
- demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes
- includes ongoing efforts to examine the effects of such activity, strategy, or intervention

At the Annual Title I Night at each Title I school, parents and families have the opportunity to engage in a hands on, evidence based activity that promotes at home learning strategies. Title I school Parent Resource Centers also contain take-home kits, resources, and materials strategically designed for parents to use at home with their child.



Involvement of Parents

BARRIERS

Monroe County School District wants every family regardless of disability, limited English proficiency, or other circumstances to be involved in their child's education and to do that barriers, and strategies to overcome barriers have been identified. All families want to be engaged in their child's education. However, the need to work multiple jobs, care for multiple children or family members, manage home and work expectations, and arrange transportation can become burdensome on many parents and families. Language is also a barrier that prevents parents from engaging with the school. These barriers obstruct family engagement for parents. Not only do parents face barriers to parent engagement, but schools also face barriers including scheduling time for teacher trainings to incorporate new engagement information, expectations, and cultural understandings.

To overcome these barriers, strategic decisions, Title I funds allocations, and staff trainings have been incorporated. Transportation and childcare are two identified barriers. In order to remove those barriers, Title I schools are encouraged to allocate funding to transportation services to family engagement activities at school sites and to childcare services while parents participate in engagement activities. Other barriers include language and parent work schedules. The language barrier is removed by providing all school information in Spanish and Haitian Creole, securing translators and interpreters for parent meetings, and making available meeting agendas, minutes, and feedback opportunities. Barriers also include limited school staff understanding of family engagement. Creating targeted professional development (PD) plan on focused on family engagement, including varied PD times and formats, affords school staff opportunities to learn to build capacity for family engagement. Part of the PD will include focus on ELL family culture and heritage providing staff understanding of communication and cultural norms.

Count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Transportation	Encourage school sites to allocate funding for transportation out of Family Engagement funds
2	Child Care	Encourage school sites to use funding or in-kind services to provide <u>child care</u> for school activities
3	Language	Provide documents in languages parents can understand, provide Parent Educators for translation and interpretation
4	Parent Work Schedules	Provide flexible parent meetings and online options to join or read the agenda/minutes and provide feedback
5	Staff Understanding of PFE	PD for teachers
6	Increasing ELL Population	Family Culture staff training

Involvement of Parents

DEVELOPMENT, REVISION, REVIEW OF PLAN

Toward the end of the school year, in preparation for the subsequent school year, school administration and the district Title I Parent and Community Engagement Coordinator present the current school PFEP, parent-teacher-student compact, and proposed uses of Title I family engagement funds at SAC meetings at Title I schools. At the meeting, parents and school staff discuss and review the PFEP plan, compact, and use of Title I funds and provide verbal or written suggestions and feedback.

A portion of the conversation focuses on the successes and challenges of elements of the plan implemented during the current school year and solicits suggestions for improvements. Additionally, the current plan will be shared publicly on the public school website with parent feedback forms in English, Spanish, and Haitian Creole available for anonymous, online feedback. The information and feedback solicited will be shared at a Title I SAC meeting at each school at the start of the school year and copies of the feedback form will be made available on the school website, at Title I events, and in print in the school Parent Resource Center.

Other topics explored at Evaluation Meetings include:

- Barriers to greater participation by families in family engagement activities, with particular attention to parents who are economically disadvantaged, disabled, English Language Learners (ELL), limited literacy, homeless or are of any racial or ethnical minority background
- Evaluation feedback to design strategies and school PFEPs
- Schoolwide Improvement Plan creation, evaluation, and distribution
- Parent and Family Engagement goals for the school
- Title I Survey results

Involvement of Parents

TECHNICAL ASSISTANCE

The District Title I Coordinator and the Family and Community Engagement Coordinator for Title I participate in the peer review process for school-level PFEP for all Title I schools. Each Title I school assesses needs in the area of improvement and creates a school-based PFEP.

Following the peer review process, the school-based leadership teams at Title I schools meet to create a draft plan that complies with all requirements and incorporates areas identified for growth. School-based leadership teams work with SACs to complete the school-level PFEPs in the early fall and revision of school-level PFEPs will utilize the School Improvement Plan timeline. Additionally, the district Family and Community Engagement Coordinator:

- Reviews plan requirements with Principals
- Provides sample forms for Principals to use with SAC members
- Provides timelines for schools to follow in implementing and documenting parent involvement activities
- Provides a timeline and templates for development of school-level PFEPs
- Provides Principals with information regarding programs, materials, and resources they may use for parental involvement activities, and
- provides to the extent possible additional assistance as requested by Principals and SAC members.

The District monitors implementation of parent and family engagement through meetings, formal documentation of engagement activities, and site visits with the on-site Title I Contact. The on-site Title I Contacts are responsible for planning and collecting documentation of activities as well as working with the ELL Parent Educators . Monitoring family engagement folders are part of the on-site visits. The job description for the Title I Contacts includes this responsibility. ELL Parent Educators are available at select Title I schools including Gerald Adams Elementary, Horace O'Bryant School and Poinciana Elementary. Key Largo Elementary and Stanley Switlik Elementary do not employ Parent Educators under Title I but do have school staff available for interpretation and translation for parents.

Involvement of Parents

COORDINATION AND INTEGRATION

Collaboration and coordination of family engagement activities between federal programs creates greater opportunities for direct positive impact to students and families.

Federal Programs staff may work jointly or independently on federal programs projects. All federal programs district staff meet weekly to evaluate services, identify barriers, incorporate other federal programs activities, and to ensure that all programs are working cohesively.

Additionally, Federal Programs Staff meet weekly with school based leadership, teaching staff, non-teaching staff, curriculum coordinators, and other district programs to ensure integration of parent engagement activities at all Title I schools.

Federal Programs coordinates and collaborates with VPK and Head Start, Title III, Title II, and Title IX in the following capacities:

Count	Program	Coordination
1	Head Start and Voluntary Pre-Kindergarten	Each school, including Title I schools, will inform and encourage parents, including Title I parents, to participate in early childhood literacy and/or parenting training as available through other programs like the Head Start Parent Involvement Component and including, but not limited to, the Wesley House Neighborhood Centers. Transition from Pre-K to Kindergarten programs are coordinated with Head Start and VPK programs.
2	Title III	The ELL Parent Educator for ELL students and parents will work with the Title I Contacts to implement family engagement training for staff.
3	Title III	ELL Parent Educator holds ELL Meetings and assists parents with school interactions.
4	Title III	ELL Parent Resource Centers have been established on all schools.
5	Title II	Professional Development to teachers and staff to support family engagement.
6	Title IX	Parent and Family Engagement Events for CHIPS students and families.

Note that activities are not limited to the table above as new strategies and activities may be incorporated through out the school year based off parent feedback, school needs, district initiatives, and/or state or federal regulation changes.

Building Capacity

BUILDING CAPACITY OF SCHOOL STAFF

Staff training for supporting school-family partnerships increases student achievement. Title I Coordinators set precedent through creating and organizing communication channels. Title I Shared Drive provides clear and consistent District and school communication and documentation to support staff. The shared drive houses many important documents for family engagement including but not limited to SAC agendas, minutes, and sign in, ELL Parent Educators weekly communication logs, School-Level Parent and Family Engagement Plans, Sign in sheets and announcements for Family Engagement Activities. The shared drive includes access to staff training documents. Staff trainings focus on cultural heritages of our diverse student population and on cultivating partnerships with families. Staff having greater appreciation and understanding of the family structure and cultural diversity of families served. The focus of trainings centers on better, targeted communication and school-at home partnerships. Trainings are created and facilitated by ELL Parent Educators, Title I Contacts, and Family Engagement Coordinator. Professional Learning Communities (PLC) dig into data determining targeted instruction, remediation and extended school day support. Principals and Curriculum Teams lead school staff analyzing student performance data. School staff include families in data discussions by disseminating current data, soliciting feedback in family engagement funds for improved instructional practices, and participating in family curriculum nights.

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Title I Shared T: drive	Title I Coordinator	grades, test scores, parent communication	2021-22 school year	Increased meaningful communication between parents and school
2	Staff Training on Family Culture	Title I School Contact and ELL Parent Educators	Increased grades, test scores, parent communication	2021-22 school year	Increased communication with parents and increased understanding by staff
3	Staff Training on Family Engagement	Title I School Contact and the Family Engagement Coordinator	Increased grades, test scores, parent communication	2021-22 school year	Increased communication with families and increased family engagement
4	Interpreting and Translation Staff and Parent Training	ELL Parent Educators	Increased parent communication	2021-22 school year	Increased engagement of parents & families
5	PLCs	Curriculum Team/Principal	Improved strategies for teaching and learning	2021-22 school year	Survey, observations, learning walks

Building Capacity

BUILDING CAPACITY OF PARENTS AND FAMILY MEMBERS

Monroe County School District and Title I schools build capacity for parent and family engagement by providing parent resource center materials and parent trainings, workshops, and meetings to increase the academic achievement of students and to encourage ongoing and structured parent and family engagement. Parent Resource Centers contain at-home parent-child learning activity kits, parent engagement strategies, learning games, books, and community resources including mental health services and food banks and pantries. Centers are available at all Title I schools during school hours and school event hours. Monthly SAC meetings, Title I meetings, Annual Title I Night, ELL Parent Meetings, Curriculum Nights, and STEM fair events are scheduled through out the year to address state academic standards, state and local assessments, student expectations, student progress, and family engagement. Further, workshops on using district software like the FOCUS Parent Portal (where parents can monitor student progress) or Classlink will be held to increase parent knowledge, utilization, and engagement. Parents are encouraged to schedule and request parent-teacher conferences at least once per year and teachers are encouraged to contact parents to share information on student progress and to share success stories.

Content and Type of Activity	Number of Activities Per Title I School	Anticipated Impact on Student Achievement
Parent Resource Center Materials	1	Increase academic performance
SAC Meetings/Title I Meetings	10	Increase academic performance
Workshops/ELL Parents Meetings	3	Increase academic performance
Annual Title I Night	1	Increase academic performance
Curriculum Events/PAKER/AVID Nights	3	Increase academic performance
STEM Fair	1	Increase academic performance
Parent-Teacher Conferences	ongoing	Increase academic performance

Title I

School Advisory Meetings (SAC)

SAC PURPOSE

School Advisory Council meetings are held to ensure that parents of Title I students have consistent access to school based information, planning, school administration and the opportunity to provide feedback. To ensure parent and community member participation, SAC meeting dates will be posted on the Title I school website, school calendar, and disseminated online and via phone call through classroom management apps and ConnectEd phone calls. School Principals will set the yearlong meeting date schedule in September and will notify members and parents via school communication of any cancelled or altered meeting dates.

SAC MEMBERSHIP

School Advisory Council (SAC) membership shall be composed of the school Principal and an appropriately balanced number of teachers, education support employees, parents, and business and community representatives. Appropriately, balances as used herein shall mean a proportionate number of council members considering each peer group being represented on the council; excluding the Principal. The size of the SAC and ratio of representatives among the peer groups, excluding the Principal, shall be determined in the August meeting based upon enrollment demographics.

Members shall be representative of the ethnic, racial, and economic community served by the school. The membership shall be comprised of an equivalent number of members in each ethnic/racial category when the percentage of students in a category is equal to or greater than 10%

The following council members shall be elected in a fair and equitable manner as determined by their respective peer group and in accordance with the by-laws of the SAC.

(a) A minimum of one faculty member shall be elected by faculty. The term faculty shall include classroom teachers, certified school services personnel, and media specialists.

(b) A minimum of one representative from the educational support employees shall serve on the council. The term “educational support employee” shall refer to any person who is employed by the school for twenty (20) or more hours during a normal working week and who does not meet the definition of instructional or administrative personnel pursuant to Section 228.041, Florida Statutes.

School Advisory Meetings (SAC)

(c) A minimum of one parent representative from each grade level shall serve on the council. These parent representatives shall reflect the ethnic, racial, and economic character of the school. Parents shall be elected by parents.

A Nominating Committee shall be appointed in April to submit a list of nominees to serve as Chairperson and Vice Chairperson for the following year. Elections for these officers shall be held in May. Parents shall be notified in September about SAC elections and asked to submit their name for consideration for membership. A vote on membership will take place at the September SAC meeting by those assembled.

Only those representatives who have been confirmed by the Monroe County School Board shall be allowed to vote. However, no interested parent, faculty member, or educational support employee shall be prevented from participating in the SAC. Business and community representatives shall be selected initially through a nomination and selection process facilitated by the school principal.

(a) The school principal shall seek candidates who are interested in making a commitment to participate on the SAC by representing businesses and the community.

(b) Letters, newsletters, or other media releases shall be used by the school Principal to seek candidates.

(c) The school Principal shall prepare a list of individuals seeking nomination to the SAC and shall present the list to the SAC for selecting the business and community representative(s).

The school Principal shall submit the list of council members to the Superintendent for review by September 20 of each school fiscal year to determine compliance with Subsection (1) the Membership definition herein. The membership list shall contain the name of each council member and the peer group, which is being represented by each member and a description of how the council reflects the ethnic, racial, and economic community served by the school. Membership shall entail a minimum of one school year.

All members shall have equal rights and responsibilities.

To ensure parent and community member participation, SAC meeting dates will be posted on the Title I school website, school calendar, and disseminated online and via phone call through classroom management apps and ConnectEd phone calls.

School Principals will set the yearlong meeting date schedule in September and will notify members and parents via school communication of any cancelled or altered meeting dates.

Additional Resources

PARENT RESOURCE CENTERS

Parent Resource Centers are available at all Title I schools and contain materials, activities, and resources designed to encourage at home learning between parents and students. Resource centers are also stocked with learning games, community resources, and Title I information and services. Resource Centers are open during school hours and during school events. For more information about your child's school Parent Resource Center, contact the school front office.



TITLE I - CONTACT INFORMATION

Director of Federal Programs - Beryl Morgan

Beryl.Morgan@KeysSchools.com

Parent and Family Engagement Coordinator - Elizabeth Hogan

Elizabeth.Hogan@KeysSchools.com

Federal Programs Assistant - Carolina Canton

Carolina.Canton@KeysSchools.com