



**MONROE COUNTY
SCHOOL DISTRICT**

TITLE I PARENT AND FAMILY ENGAGEMENT PLAN

2024-2025



Title I

Parent and Family Engagement Plan (PFEP)

Mission Statement

Working together to inspire and bring excellence to every student, every day.

Vision

We strive passionately to create healthy, happy and engaged students who are successful and productive.



Strategic Objectives

No. 1

Accelerate learning for all students.

No. 2

Develop the whole child through healthy and supportive living environments.

No. 3

Maintain safe environments for all and develop 100% proficiency with safety protocol.

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 engage with their children about their academic life, set expectations, and discuss plans for college or careers, the student tends to perform better in school. Students with involved families, no matter their income or background, are more likely to learn to read faster, have higher grades, take more challenging courses, have better social skills, and graduate to be productive citizens of their community and country.

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 of the 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 LEA will conduct outreach to all parents and family members in all of its schools with Title I, Part A Programs to implement programs, activities and procedures for the involvement of parents and family members. These programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children. [Section 1116(a)(1)]
- Consistent with Section 1116, the LEA will work with its schools to ensure that the required school- level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, as amended, and each includes a component of the school parent compact consistent with Section 1116(d) of the ESEA, as amended. [Section 1116(b) & Section 1116(d)]
- In carrying out the parent and family engagement requirements of this part, the LEA and schools, to the extent practicable, must provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended, in a format and, to the extent practicable, in a language such parents understand. [Section 1116(e)(4)]

Assurances

- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESEA, as amended, is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to the State. [Section 1116(b)(4)]
- The LEA will be governed by the following definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition:
 - Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision making on advisory committees to assist in the education of their child; and
 - the carrying out of other activities, such as those described in section 1116. [Section 8101(39)]



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. Throughout the organized, ongoing, and timely process of creating the plan, parent feedback was carefully considered and incorporated to ensure the plan 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' webpages so that parents may continue to provide feedback throughout the school year through PFEP and SIP review surveys, 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 if needed, 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 events 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 child. 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.

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, the District provides 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 Title I meetings are available on the school Title I webpage for parents to read and to provide feedback in a manner that meets their schedule.

Involvement of Parents

Accessibility

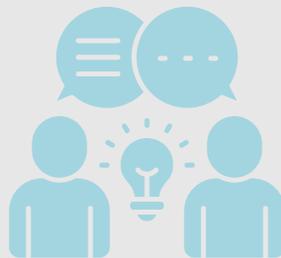
Parents, regardless of native language, disability, or circumstance may become involved in school activities in a variety of ways including SAC meetings, annual Title I Nights, parent-teacher conferences, and all school based meetings. Activities are hosted at the school sites, which take into account accessibility as defined by ADA guidelines. Information for parents will be distributed in the parent's home language whenever feasible. Title I documents, announcements, school reports, meeting, and event information will be translated in to Spanish and Haitian Creole and distributed to parents. 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.

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 consistent 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 is planned and structured through monthly school calendars, newsletters, weekly take-home folders, and multiple online platforms.

The school curriculum, forms of assessment used to measure student progress, 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, or by contacting Title I staff, and online through the Title I Parent and Family Engagement Survey, and via the survey link on the school Title I webpage. Parent comments and feedback may be submitted anonymously through online surveys. Feedback will be submitted anonymously to Title I Principals and staff for consideration and incorporation.





Involvement of Parents



<p>SCHOOL BASED COMMUNICATIONS:</p>	<ul style="list-style-type: none"> • Parent Resource Library and Center • Take-home folders • Newsletters • Calendars • Websites • Connect Ed Calls • PeachJar Newsletters • Text Messages via Remind, Dojo, etc. • Schoolwide Improvement Plan (SIP) • Parent Educators • FOCUS Parent Portal • My MCSD app • Progress Reports • Report Cards • Phone Calls • Social Media like Facebook • Title I Brochures • Parent and Family Engagement Plan (PFEP)
<p>SCHOOL BASED EVENTS:</p>	<ul style="list-style-type: none"> • Open House/Meet the Teacher • Title I Night • Title I Parent Meetings • SAC Meetings • ELL Family Nights • Curriculum Nights • Literacy Night • STEM Night • Title IX Events • Parent Feedback Sessions • Parent Engagement Events • Parent Teacher Conferences • Parent Teacher Student Conferences
<p>DISTRICT-BASED COMMUNICATIONS:</p>	<ul style="list-style-type: none"> • PeachJar Newsletters • Monroe County School District Facebook Page • Title I Webpages • Title I Brochures • Grant Narratives
<p>DISTRICT-BASED EVENTS:</p>	<ul style="list-style-type: none"> • Family Academic Days in the Lower, Middle and Upper Keys • Title I Nights • Compact Form Feedback Forum • Use of Title I Funds Feedback Forum • PFEP and SIP Feedback Forum

Involvement of Parents

Reservation of Title I Funds

One 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. The federally allocated Title I funds are used to carry out activities and strategies including, the following:

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

Parent feedback on the use of Title I Funds is solicited through surveys twice per year through the Title I Parent and Family Engagement survey (provided both online and paper in English, Spanish and Haitian Creole) and in the annual Use of Funds survey. We also solicit parent feedback and input during SAC meetings and at the District Title I Feedback meeting. These SAC feedback opportunities take place in the beginning and end of each school year, though input is accepted all year. 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 (circle the answer(s) that you prefer):

Take Home Learning Materials (books, software, learning games, etc.)
Informational Materials (parent newsletters, booklets, etc.)
Refreshments for Title I Parents Meetings/Training (food, beverages, etc.)
Transportation to Parent Meetings/Trainings
Childcare during Parent Meetings/Trainings
Other:

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 are aligned with parents needs and requests.



Involvement of Parents

Annual Evaluation

At 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 Title I school SAC meetings at corresponding feedback forums. Parents review the plans and provide verbal or written suggestions and feedback. Part of the conversation centers around reviewing the achievements, successes and obstacles encountered with aspects of the plan enacted in the ongoing academic year, while also seeking input on how to enhance it.

Additionally, the current PFEP and SIP plans are shared publicly on each school Title I webpage with parent feedback forms available in English, Spanish, and Haitian Creole. Plans will be shared at the annual Title I meeting at each Title I school during the beginning of the school year. Feedback forms are also available in hardcopy at school meetings upon request. A SIP and PFEP online evaluation survey is available for parents to take to provide end of year feedback ahead of the formation of the next school year's plans.

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

- Identifying barriers hindering increased parent and family engagement within the school, with a special focus on students and parents who are economically disadvantaged, disabled, English Language Learners (ELL), limited literacy, homeless or any racial and ethnic minority background.
- Evaluation feedback to design and improve future school 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



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 to share suggestions, comments or concerns.

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

View each Parent and Family Engagement Plan on the school's Title I webpages.



GERALD ADAMS



HORACE O'BRYANT



KEY LARGO SCHOOL



POINCIANA ELEMENTARY



STANLEY SWITLICK

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 engagement. 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 one well-designed and well-implemented experimental study
- moderate evidence from at least one well-designed and well-implemented quasi-experimental study
- promising evidence from at least one 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 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, 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.



Our schools also face obstacles when it comes to Parent and Family Engagement. With tight schedules and demanding work loads, it can be a challenge to train teachers on new engagement strategies, cultural understandings and expectations.

Count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Transportation	Encourage school sites to arrange transportation for Family Engagement events
2	Child Care	Encourage school sites to allocate funding to provide childcare 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

To overcome these obstacles, strategic decisions, allocations of Title I funds, and staff training initiatives have been implemented. Transportation and childcare are two identified barriers. In order to remove those barriers, the District allocates funding for 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 meeting agendas, minutes, and feedback opportunities available. Our District provides oral and document translation via Language Line to all school sites. Additionally, our Parent Educators and other school support staff work to remove the language barrier and remove this barrier of parent participation.

To address Staff barriers within the realm of family engagement, District and school staff will work together throughout the year to develop various professional development opportunities in diverse formats on related topics. This allows for enhancement of skills and capacity building in relation to engaging all families. Given our consistent number of ELL families, topics will include a concentration on understanding different cultures and heritages, equipping staff with insights into communication and cultural norms.

Involvement of Parents

Development, Revision, Review of Plan

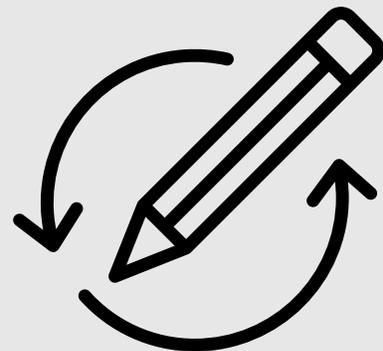
At the end of the school year, in preparation for the subsequent school year, school administration and the district Title I Parent and Community Engagement Coordinator present the current school PFEP, parent-teacher-student Compact, and proposed uses of Title I Family Engagement Funds at Title I School SAC meetings. At the meeting, parents and school staff discuss and review the Parent and Family Engagement Plan, Compact, and use of Title I funds. Parents, school leadership and teachers all have the opportunity during these meetings to provide verbal or written input 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 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 BOY/EOY Survey and Use of Funds Survey results



Involvement of Parents

Technical Assistance

The Title I Parent and Family Engagement Coordinator and Director of Title I participate in the peer-review process for school-level PFEPs for all Title I schools. Each Title I school assesses need in the area of improvement to create their 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 revise the plans with parent feedback through out the school year. 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
- 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 school-based Title I Contact. The Title I Contacts are responsible for distributing Title I training to teachers, staff, and families on services and requirements of the grant. They are also responsible for planning activities and collecting supporting documentation. Both school-based Title I Contacts and the District Parent and Family Engagement Coordinator work with our multilingual Parent Educators. Monitoring family engagement documentation is part of the on-site visits. Multilingual Parent Educators are available at select Title I schools including Gerald Adams Elementary, Horace O'Bryant School and Poinciana Elementary. Key Largo School and Stanley Switlik Elementary do not employ Parent Educators under Title I but do have school staff available for interpretation and translation services.

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:



Program	Coordination
Head Start and Voluntary Pre-Kindergarten	Each school, including Title I schools, inform and encourage 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.
Title III	Multilingual Parent Educators are on site at select Title I Schools. These Parent Educators are available to translate and interpret for meetings and conferences, send-home documents, phone calls to parents or on-site student translating as needed. They also serve as a resource in implementing effective engagement with our ELL families. Each school has a designated Parent Resource Center to equip all families with resources, specifically our ELL families.
Title IX	The Monroe County School District developed a program within our Title IX grant called Children's Homeless Intervention Project for Students (CHIPS) to aid students living in transition. Students identified as Homeless gain access to more support and resources at our schools in addition to immediate enrollment, free meals and priority access for Title I tutoring and other school programs.

**Note that activities are not limited to the table above as new strategies and activities may be incorporated throughout 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

Monroe County School District and Title I schools enhance parent and family engagement by offering parent resource materials, as well as organizing trainings, workshops, and meetings aimed at boosting students' academic success and fostering consistent, structured family involvement.

Parent Resource Centers provide a variety of tools to support at-home learning, including activity kits, engagement strategies, educational games, books, and information on community resources such as mental health services and food banks. These centers are accessible at all Title I schools during school hours and school-related events. Parent Resource Centers are maintained by school-based Title I Contacts.

Throughout the year, schools host monthly SAC meetings, an annual Title I Night, Title I meetings, ELL Parent Meetings, Curriculum Nights, and STEM fairs. These events focus on key topics such as state academic standards, standardized testing assessments, student expectations, progress tracking, and strategies for family engagement. Additionally, workshops and resources will be offered to help parents navigate district software like the FOCUS Parent Portal (for tracking student progress), free online at-home academic resources (like IXL) and Classlink, promoting greater parental involvement and understanding.

Additionally, parents are encouraged to schedule at least one parent-teacher conference per year, while teachers are urged to regularly reach out to families with updates on student progress, behavior and positive achievements.

Training	Anticipated Impact on Student Achievement	Person Responsible
PFE Training 1: Back to Basics - Effective Family Communication Techniques	By improving the quality and consistency of communication between school staff and families, it will directly support an environment where families and schools work together productively to enhance student achievement.	District Parent and Family Engagement Coordinator; School Contacts/Leadership
PFE Training 2: Hosting Effective Parent-Teacher Conferences	Effective parent-teacher conferences lead to stronger partnerships, timely support and clearer academic goals; all of which will contribute to better student outcomes.	District Parent and Family Engagement Coordinator; School Contacts/Leadership
PFE Training 3: Empowering Families to Support Student Learning	Empowering families to support learning creates a stronger home-school connection and ensures consistent academic reinforcement. This will help with student outcomes specifically with Summer slides in learning.	District Parent and Family Engagement Coordinator; School Contacts/Leadership

**Note that staff trainings are not limited to the table above as school needs evolve and other training opportunities may be developed throughout the school year based off parent feedback, school needs, district initiatives, and/or State or Federal regulation changes.*

Building Capacity

Building Capacity of Parents and Family Members

Staff training for supporting school-family partnerships increases student achievement. When educating Staff on best practices for Parent and Family Engagement, we are building the foundations of stronger home-school connections.

The Title I Director, Parent and Family Engagement Coordinator, school-based Title I Contacts, and school leadership collaborate to identify areas of need within their Family Engagement practices for the school year. Title I schools can also provide additional staff trainings throughout the year to meet school needs.

Trainings are delivered via video presentation and are followed up with a post-training survey. The corresponding survey allows for teachers to make suggestions for future concepts and engagement trainings. Staff completion is monitored by both the Title I Contact and the Parent and Family Engagement Coordinator.

Staff trainings focus on how to foster a supportive and empowering family engagement atmosphere to involve all parents and in turn increase positive impacts on student outcomes. While our trainings pertain to all families, our District’s influx of ELL families has us integrate specific concepts to address barriers with non-English speaking families.



Content and Type of Activity	Frequency at Each TI School	Anticipated Impact on Student Achievement
Parent Resource Center Materials	1	Increase academic performance and foster community-school-parent relationships
SAC Meetings/Title I Meetings	10	Increase academic performance and parent involvement
Workshops/ELL Parent Events	2+	Increase academic performance, parent involvement and connection to student success
Annual Title I Meeting	1	Increase academic performance by creating awareness of resources and of Title I resources and offerings
Curriculum Events (Literacy, STEM, etc.)	3+	Increase academic performance and parent awareness of curriculum
Parent-Teacher Conferences	Ongoing	Increase academic performance and parent awareness/involvement of progress

Title I

School Advisory Council Meetings (SAC)

SAC Purpose

School Advisory Council (SAC) meetings are held to provide parents of Title I students with regular access to school information, planning, administration, and opportunities to offer feedback. To encourage parent and community participation, SAC meeting dates will be shared through multiple channels, including the Title I school website, school calendar, classroom management apps, and BlackBoard phone calls or messages. School principals will establish the schedule for the entire school year in September and will communicate any changes, such as cancellations or rescheduled meetings, through official school communications.

SAC Membership

School Advisory Council (SAC) membership shall be composed of the school Principal and an appropriately balanced number of teachers, educational 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.

(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.

Title I

School Advisory Council Meetings (SAC)

(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 BlackBoard phone calls, emails and text messages. 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, available at all Title I schools, offer a variety of materials, activities, and resources to support at-home learning between parents and students. They are equipped with educational games, community resource information, and Title I services. These centers are open during school hours and at school events. For more details about your school's Parent Resource Center, please contact the front office.



Title I District Department - Contact Information



Jessica Bastien, Director of Federal Programs
Jessica.Bastien@KeysSchools.com



Rachel Spencer, Parent and Family Engagement Coordinator
Rachel.Spencer@KeysSchools.com



Carolina Canton, Federal Programs Assistant
Carolina.Cantone@KeysSchools.com



Alexis White, Federal Programs Assistant
Alexis.White@KeysSchools.com

Feedback and Contributions

Ongoing Collection of Feedback

While we primarily collect feedback on school and District-level Parent and Family Engagement Plans in the beginning or end of the school year, we also have an ongoing survey available to provide any notes, suggestions, comments or concerns pertaining to plans.

All feedback received through the survey will be provided to the Title I department and school leadership.

To complete the survey and provide feedback, scan the QR code below with your smartphone or copy and paste the link provided.



<https://forms.gle/VDitmiH2AFFjvKJf9>