



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*



**Blind Elementary/  
Middle School  
Title 1 Handbook**  
2020-21 Digital Edition

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# Table of Contents

I. About Title I—Frequently Asked Questions ..... 4

II. FSDB District-Level—Parent & Family Engagement Plan (PFEP) ..... 5

III. Blind Elementary/Middle School—Parent & Family Engagement Plan (PFEP) ..... 8

IV. Blind Elementary/Middle School—Parent Right to Know (PRTK) ..... 11

V. Blind Elementary/Middle School—2020-21 Projects ..... 12

VI. Blind Elementary/Middle School—Family-School Compact ..... 13

VII. Blind Elementary/Middle School—Family-School Compact Signatures ..... 15

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# **I. About Title I—Frequently Asked Questions**

## **What is Title I?**

Title I, Part A is a component of the federal *Every Student Succeeds Act (ESSA)* that provides supplemental funds to approved schools to meet educational goals, support professional development of staff and support parent engagement programs.

Title I federal funds are funneled to states (and then school districts) through educational law “statutes.” The federal law that brought Title I into existence was the *Elementary and Secondary Education Act (ESEA)*. This was later reauthorized as *No Child Left Behind (NCLB)*, which was again reauthorized as the present-day *Every Student Succeeds Act (ESSA)*.

Every federal government administration has ideas about how the funding should be used and that’s why the legislation keeps getting changed or “reauthorized.”

## **What is the purpose of Title I?**

Title I, Part A aims to close the academic achievement gap by ensuring that schools enrolling a high percentage of free and reduced-price lunch students have the funding for high quality teachers, educational resources, professional development, guest trainers and parent/family outreach services.

## **What schools at FSDB are Title I recipients?**

FSDB receives Title I, Part A funds for its pre-K through grade 8 schools including the Early Learning Center (ELC), Deaf Elementary School (DES), Deaf Middle School (DMS) and Blind Elementary/Middle School (BEMS). The ELC is a Montessori preschool program; for the purposes of Title I; students in the ELC are counted with either the Deaf Elementary School or Blind Elementary/Middle School. These schools are classified as Title I schools, meaning that all students and families of these schools receive the benefit of Title 1 funded programs.

## **Why do the elementary and middle schools at FSDB receive Title I funds and not the high schools?**

The academic leadership team at FSDB decided that Title I funds would focus on the elementary and middle schools, based on the philosophy of early intervention. If these funds were extended to the high schools, the funding for each program would be so tiny it would be difficult to have any real impact on student achievement.

## **What are the major requirements of Title I?**

Title I, Part A requires the inclusion of parents in all steps of the grant planning and evaluation process. Parents are important partners; that is why FSDB has Title I parent meetings on a quarterly basis to determine their budget for Title I “set aside” funds. Under Title I, districts must set aside funds for homeless students (addressed on the next page). Title I also requires that staff stakeholders in each school are involved in brainstorming and deciding which activities will best benefit students, including opportunities for professional development.

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## How is the amount of Title I funding decided for each school?

Title I funds are based on the number of free and reduced-price lunch students enrolled. FSDB receives the fiscal “allocation” which is subdivided among each of the Title I schools. The BEMS, DES and DMS Assistant Principals generally divide Title I funds equally between their schools. The BEMS budget is usually larger to accommodate a Technology Assistant position, as students who are blind or visually impaired typically have a greater need for assistive technology support to access the school curriculum.

## How are homeless students served under Title 1?

The *McKinney-Vento Homeless Education Assistance Act* is a federal law to ensure “educational stability” for students who are homeless. This federal act provides funding to states to support homeless students. FSDB homeless students receive support through the Title I Part A federal grant.

Every year at least 5% of Title I funds are directed to homeless students at FSDB. This is known as a “set aside” because it is drawn from the top of the grant right away like an earmark. The campus McKinney-Vento Homeless Team plans how these set aside monies will be spent on students who are homeless. Additionally, a survey is sent out to all staff members each spring to obtain feedback and gather ideas that the team may not have thought about.

Title I set aside funding for homeless students are typically used to purchase:

- Clothing – Ensures that students have clean and decent condition items to wear to school.
- Shoes – Ensures that students meet the dress code and are wearing weather appropriate shoes e.g., boots in winter.
- Books – Helps students select books for their reading enjoyment, to build their ELA fluency and personal libraries.
- Training – Covers attendance by team members at conferences or workshops about homeless students and families.

The FSDB McKinney-Vento Homeless Team members are:

- Christi Boortz – Homeless Liaison, [boortzc@fsdbk12.org](mailto:boortzc@fsdbk12.org), 904-827-2284
- Dee Stoddard – DHS Social Worker, [stoddardd@fsdbk12.org](mailto:stoddardd@fsdbk12.org), 904-827-2842
- Wendy Williams – DMS Mental Health Counselor, [williamsw@fsdbk12.org](mailto:williamsw@fsdbk12.org), 904-827-2514
- Jeannine Lawrence – DES Social Worker, [lawrencej@fsdbk12.org](mailto:lawrencej@fsdbk12.org), 904-827-2245
- Lucy Mitchell, BHS Social Worker, [mitchelll@fsdbk12.org](mailto:mitchelll@fsdbk12.org), 904-827-2707
- Laura Pamer, BEMS Mental Health Counselor, [pamerl@fsdbk12.org](mailto:pamerl@fsdbk12.org), 904-827-2238
- Erica Wotherly – Night Social Worker, [wotherlye@fsdbk12.org](mailto:wotherlye@fsdbk12.org), 904-827-2810

## II. FSDB District-Level—Parent & Family Engagement Plan (PFEP)

In support of strengthening student academic achievement, each school that receives Title I funds must jointly develop a Parent and Family Engagement Plan (PFEP) with parents of participating children. The plans are agreed upon by parties involved in their development, and distributed to all “stakeholders” including parents, school staff, and administrators. Each written plan contains information required by

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section 1118 of the *Elementary and Secondary Education Act (ESEA)*, which was later reauthorized as *No Child Left Behind (NCLB)* and most recently as *Every Student Succeeds Act (ESSA)*.

Parent-family engagement in a child's education is a greater predictor of academic success than whether that family is affluent or poor. That's why Title I, Part A program regulations insist on robust parent and family engagement activities at every school where federal funds support effective teaching and engaged learning. (<http://www.fldoe.org/policy/federal-edu-programs/title-i-part-a-improving-the-academic-/parents.stml>).

Students with engaged parents and families are most likely to:

- Learn to read faster (exhibit faster rates of literacy acquisition)
- Have higher grades and test scores
- Are promoted and take more challenging classes
- Adapt better to school and have better attendance
- Have better social skills and behavior
- Graduate from high school
- Go on to community/technical college or university or into the work force

Expectations are outlined in the Parent and Family Engagement Plan (PFEP) for involving parents as partners in their child's education and how each school will implement a variety of different parent involvement activities.

## **District-Level Support to Schools**

At FSDB, there is a district-level Local Education Agency Parent and Family Engagement Plan (LEA PFEP) and each Title I school has a PFEP as well. Within the context of this LEA PFEP, FSDB strives to provide families and staff members with capacity-building opportunities that increase our combined abilities to support students' academic and personal growth. FSDB will accomplish this by:

- Offering parents substantial and meaningful opportunities to participate in the education of their children;
- Strengthening district, school and family partnerships; and
- Providing capacity-building trainings for staff and families.

At the end of each school year, FSDB Parent Services facilitates a meeting to review the content of the LEA PFEP and its effectiveness in supporting Title I schools as related to parent engagement. Parents have the option to participate in the review virtually or by attending an on-campus meeting. The LEA PFEP for the upcoming school year is then developed incorporating feasible programmatic suggestions.

***According to the FSDB 2019-20 Parent Climate Survey, 93 percent of families feel there are sufficient opportunities to be involved in their child's school.***

Two percent of Title I grant funds are allocated as "parent set aside funds" and dedicated to supporting parent engagement. Each year Title I parents determine how this "parent set aside" will be spent. For the 2020-21 school year, the two percent set aside will be used to support the sustainment of our parent/legal guardian travel reimbursement program.

Parent Services offers reimbursement for expenses incurred when Title I families travel to attend approved educational classes, workshops or training sessions, in accordance with FSDB policies and Florida Statutes section 112.61. This program opens opportunities for families to attend capacity building

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meetings and events and is one of the most valued means of support for parent involvement activities in the Title I budget.

FSDB Parent Services facilitates Parent University, a combination of capacity-building classes and workshops offered to parents and families. Parent Engagement Workshops (PEW) provide full-day learning opportunities open to all FSDB families for the specific purpose of building parent capacity. Throughout the year, these efforts teach parents techniques to support student academic and personal growth. Title I funds can be used to reimburse parent travel to attend these classes.

School-level PFEPs and school-parent compacts are developed every fall during the first Title I parent meeting and are shared with families in the Title I Handbooks. These plans outline objectives such as developing parent partnership skills for staff and building parent capacity to support their children in obtaining academic goals. School-parent compacts, also completed in the fall, outline how parents, school staff, and students share the responsibility of improved student academic achievement.

***“When schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life.” —Florida Department of Education***

The FSDB LEA Team works with each Title I school, providing technical assistance to meet grant requirements, offering feedback and support to each Assistant Principal to ensure the inclusion of all parents, and working in partnership to facilitate trainings for staff and families.

The Title I Coordinator assists in the development and distribution of the school-level PFEPs and Family-School Compacts in the fall of each school year and works with the Parent Liaison to disseminate Parent Right to Know (PRTK) information. PRTK informs parents that they have the right to know the professional qualifications of their child’s instructors and gives assurances regarding ‘highly qualified instructors.’

The Parent Liaison is available to Assistant Principals of each Title I school to provide continuous support and assistance in planning and implementing capacity-building events and engagement opportunities for school parents/caregivers and staff.

Parent Engagement Workshops (PEWs) are full-day learning opportunities open to all FSDB families. Assistant principals are invited to schedule school-level Title I meetings prior to PEW events to increase parent attendance, collaborate efforts and consolidate parent travel.

The FSDB Learning Network, led by FSDB Instructional Services, is a professional development program for staff members. It provides opportunities at a variety of levels ranging from bits of knowledge to in-depth trainings. The Parent Liaison partners with the Learning Network to offer staff training for all FSDB employees focusing on the importance of a strong partnership between home and school.

Throughout the year, the Parent Liaison attends meetings, shares information and provides support to all staff to ensure that our schools and programs campus wide are family friendly.

FSDB staff members are encouraged to utilize the resources provided through the Florida Department of Education’s Family and Community Engagement website (<http://www.fl DOE.org/schools/family-community/activities-programs/parental-involvement/>).

## **Communication & Accessibility**

The FSDB website, school newsletters and social media provide families with continuous access to information about opportunities for participation in educational activities. The current year LEA PFEP is shared on the school website in both English and Spanish. The plan is included in the Title I Parent Handbook provided to each family in the fall. Printed copies are provided to each school and made available during Title I school meetings. Interpreters and translators are present at all meetings, classes and trainings when requested so parents/guardians can receive information in their native language. Accommodations, such as braille, large print and ASL interpreters are provided for FSDB families upon request as needed to assure that all parties have the resources needed to



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participate. Questions may be directed to FSDB Parent Liaison Misty Porter at 904-827-2988 or [porterm@fsdbk12.org](mailto:porterm@fsdbk12.org).

### **III. Blind Elementary/Middle School—Parent & Family Engagement Plan (PFEP)**

Parent involvement is a powerful influence on a child’s achievement in school. When schools work together with parents to support learning, children are more likely to succeed not only in school, but throughout life. Parents, families, and legal guardians are encouraged to participate as informed partners with school personnel in implementing the Title I school programs in an effort to improve student academic achievement and school performance.

The Blind Elementary/Middle School welcomes and encourages parent/family support and involvement in efforts to improve our academic program.

**Describe how the school will involve parents in an organized and timely manner in the planning, review, and improvement of Title I programs at their school, including involvement in deciding how the required set aside for parent activities will be used as per Section 1118(a)(3), 1114(b)(2) and 1118(a)(2)(B).**

- Each Title I Assistant Principal holds quarterly parent meetings, some of which are co-conducted at the district level with the Parent Liaison and Title I Coordinator. All parents of students in Title I schools are welcome to attend Title I meetings. The two percent of grant monies specifically set aside for parent involvement activities is determined during the spring parent meeting. This set aside planning allows for revisions, upon request, before the grant is written in May of each year.
- BEMS will use technology, when needed, to ensure parent communication is available. Examples of such communication may include the FSDB website, Skype, Microsoft Teams or other video methods, including streaming.
- BEMS activities and events that are announced and reported on FSDB Facebook pages are updated frequently to help keep parents involved and informed. A strengthening of the already in existence Parents Being Supportive (PBS) program will also be an initiative.

**Describe how the school will coordinate and integrate parent involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate as per Section 1118(e)(4).**

- BEMS teachers are encouraged to send home a weekly newsletter, which often includes tips on how to extend learning of particular concepts/skills in the home setting.
- Parent Services typically hosts parent workshops four or five times each year on a variety of topics for the specific purpose of building parent capacity. These workshops may include information on how parents can help their children at home by sharing with them enrichment activities as well as how to provide appropriate homework help. Such information is also sent home at the end of each school year, with final report cards, providing parents resources and ideas for summer enrichment activities.
- During the 2020-2021 school year, the Parent Liaison will collaborate with the Assistant Principal and Title I Coordinator to offer workshops to students and their families to increase knowledge and ability to support their students.

**Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), adequate yearly progress, school choice, Supplemental Education Services (SES), and the rights of parents. Include the timeline and**

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**persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity (all requirements as per Section 1118(c)(1)).**

- School-level PFEPs and school-parent compacts are developed every fall during the first Title I parent meeting and are shared with families in the Title I Handbooks. These plans outline objectives such as developing parent partnership skills for staff and building parent capacity to support their children in obtaining academic goals. School-parent compacts, also completed in the fall, outline how parents, school staff, and students share the responsibility of improved student academic achievement.
- The Title I Assistant Principal, through collaboration with Parent Services and Communications, ensures that information regarding all of the above is made available to parents in Title I schools through the following channels:
  - The Title I Handbook for each school is prepared sent home to parents in October of each school year; this handbook contains all Title I plans and parental right notifications.
  - The FSDB website ([www.fsdbk12.org](http://www.fsdbk12.org)) also contains this information and is linked to social media accounts.
- The effectiveness of the above activities is determined by parent feedback during Title I team meetings.

**Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds services such as childcare, transportation or home visits as outlined under Section 1118(c)(2).**

- During the initial parent meeting of the school year, the Assistant Principal and/or the Title I Assistant Coordinator checks with parents to verify the best times/days to conduct meetings.
- Due to the nature of the FSDB schedule, Fridays have proven convenient for parents to pick up their students and take them home for the weekend. Meetings are also scheduled on the same Friday that Parent Engagement Workshops (PEWs) are scheduled whenever possible, in an effort to encourage greater attendance and for the convenience of parents and families.
- Expense reimbursements are offered for parents in Title I schools to travel to FSDB for meetings and related activities. "Travel expenses" (per state agency guidelines) may include meals, hotel costs for overnight stays and mileage reimbursement.

**Describe how the school will implement activities that will build capacity for strong parent involvement and to support a partnership among the school staff, parents and community to support student academic achievement. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement, all required by Section 1118(e) and Section 1118 (e)(2).**

- Title I Handbooks, distributed to all Title I families in the fall of the school year, contain the Family-School Compact. This compact specifically lists the responsibilities undertaken by students, their parents and their teachers that will contribute to student academic achievement.
- Parent Services will continue to provide current parent activities & training, such as parent ASL and Braille classes; these classes facilitate improved communication between parents and their children and involve parents to a greater extent in homework. The Parent Information Office typically hosts Parent Engagement Workshops (PEWs) at least four to five times each year on a variety of topics for the specific purpose of building parent capacity. These workshops may include information on how parents can help their children at home by using enrichment activities and by providing ideas on how to offer appropriate homework help.
- BEMS releases a biweekly newsletter and maintains updated web and Facebook pages.



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**Describe the training the school will provide to educate its teachers, student services personnel, principals, and other staff in how to work with parents as equal partners, and on the value and utility of contributions of parents as per Section 1118(e)(3).**

- The FSDB Learning Network, led by Instructional Services, is a professional development program for staff. It provides opportunities at a variety of levels ranging from bits of knowledge to in-depth training. Annually, the Parent Liaison partners with the Learning Network to offer staff training for FSDB employees focusing on the importance of building a strong partnership between home and school.
- Throughout the year, the parent liaison attends meetings, shares information and provides support to all staff members to ensure that our schools and programs campus wide are family friendly. Staff members are also encouraged to utilize the resources provided through Florida's Department of Education's Family Engagement/Parent Involvement website.
- Seeing the positive response from teachers, specialists, and administrators and parents alike, content for the 2020-2021 parent training and capacity-building activities will include topics that will enable a cohesive conversation and understanding between school and home. The trainings/workshops may include the following topics: strategies for working with the various types of families, sharing published research and best practices, conferencing with students and their families, and encouraging staff attendance. Parents will have the opportunity to attend learning opportunities that include Positive Behavior Support (PBS) trainings and student celebratory events, as well as workshops that emphasize PBS standards.

**Describe the other activities, such as parent resource centers, that the school will conduct to encourage and support parents in their participation in the education of their child as per Section 1118(e)(4).**

- Parent Services serves as a resource center of excellence for all FSDB parents, which includes a Parent Lending Library. The Parent Liaison facilitates a series of educational opportunities for parents and caregivers through Parent University. This program offers classes and workshops to parents and families throughout the year to learn, increase knowledge of techniques and promote student achievement. Classes target needs specific to parents of students who are blind/visually impaired or deaf/hard of hearing.
- Parents/legal guardians are encouraged to participate as informed partners with schools to support programs in effort to encourage lifelong learning and improve student academic achievement. The Parent Lending Library and many expenses associated with Parent University are funded by the Individuals with Disabilities Education Act (IDEA) grant.
- The Parent Liaison acts as a travel agent and completes required paperwork to provide travel reimbursements for parents who attend approved campus training, classes, Title I meetings and other capacity-building events within the state of Florida. FSDB families receive travel reimbursements in accordance with FSDB policies and Florida Statutes section 112.61. This program opens opportunities for families to attend capacity-building meetings and events and is one of the most valued means of support for parent involvement activities in the Title I budget. For more information or to request travel reimbursement please contact the Parent Services Department at 800-344-3732.

**Describe how the school will provide the parents of participating children description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels that students are expected to meet as per Section 1118(c)(4)(C).**

- The BEMS Assistant Principal will meet with parents during Open House to provide information to families about academic assessments and curriculum. During this meeting the curriculum will be reviewed and proficiency levels that students are expected to attain will be discussed. Teachers will provide information within their weekly correspondence and websites. The school has an

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assessment calendar to provide staff and parents the dates when students will be assessed throughout the school year. Teachers design rubrics to assist parents and students understand how their child is assessed. Skyward is available for parents to check their child's missing assignments and current grades. Teachers will share grade level standards with parents during parent conferences and may opt to do this in other correspondences with parents.

- Additionally, parents will learn about curriculum and assessments by attending Parent University classes, Parent Engagement Workshops, and/or participating in Sub-State Advisory Council meetings and Title I meetings where these topics are often discussed.

**Describe how the school will provide full opportunities for participation in parent involvement activities for all parents, including those with limited English proficiency, disabilities, and migratory children. Include how the school plans to share information related to school and parent programs, meetings, reports, and other activities in a uniform format in a language that parents can understand, all required by Section 1118(e)(5) and (f).**

- Written translations of school communications will be provided to parents with limited English proficiency in their native language to the extent possible. Typically, Spanish, French, and Haitian-Creole translations are provided in written form, while the less common languages such as Russian and Arabic receive an oral translation of documents. Large-print and braille versions are also provided to any parents as needed, courtesy of the school's Braille Production Center.
- In addition to translations of written materials, American Sign Language interpreters and/or Spanish translators attend Title I Parent Advisory Team meetings (as well as other parent meetings) and workshops/trainings to provide these services as needed. Closed captioning, American Sign Language and Spanish interpreting is also provided for parent meetings that are held virtually.

## **IV. Blind Elementary/Middle School—Parent Right to Know (PRTK)**

Section 1119(i) of ESSA (formerly NCLB) states that districts receiving funds under Title I shall ensure that all teachers hired and teaching in a Title I school are "highly qualified." This changed slightly with the reauthorization of NCLB into ESSA; teachers are no longer given a highly qualified status, but the school must let parents know if a teacher does not have the required state certification.

Parents of students in Title I part A schools must be notified if a teacher who is not state-certified is teaching their child *within 4 weeks* of the beginning of school and beginning of second semester if there is a class change. Teachers may not have the state certification because they are teaching an out-of-field class, lacking an endorsement or not yet certified in their subject area or grade span.

Paraprofessionals in a Title I school hired after January 8, 2002 must have:

- obtained an Associate Arts Degree (or higher), or
- completed at least 60 college credits, or
- passed a paraprofessional assessment with a score of 464 or higher (at FSDB, the test is administered twice a year for those who are interested).

As a Title I parent, you have the right to request information regarding the professional qualifications of any teacher or paraprofessional teaching your child. You may request to know:

- whether your child's teacher is state-certified;
- whether your child's teacher is teaching under emergency or other temporary/provisional status;
- bachelor's degree (or higher) of your child's teacher;

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- certification areas of your child’s teacher;
  - whether your child is receiving services from paraprofessionals; and
  - if so, the qualifications of the paraprofessionals.

To receive this information, contact BEMS Assistant Principal Ellen Fertsch at 904-827-2769 or via email at [fertsche@fsdbk12.org](mailto:fertsche@fsdbk12.org).

## V. Blind Elementary/Middle School—2020-21 Projects

Title I funding support allotted to the BEMS for the current academic year will focus on the following projects and activities:

- **Title I Technology Assistant** (Fabian Quintanilla) to work with students on the Talking Typer keyboarding program, and software recommended by the Blind Department Reading Specialist for individualized reading instruction. The TA will improve their assistive technology skills and use of screen reader programs such as JAWS. He will provide one-on-one and small group instruction while collaborating with the Assistant Principal, teachers, and reading and math specialists.
- **Purchase of Wilson Reading Training.** The Wilson Reading Program booklet (grades 7-12) literacy reading resource will assist students with reading fluency. A four-Saturday professional development workshop will train teachers in this system.
- **Purchase of Language Arts resources** including Word Journeys: Assessment Guided Phonics, Spelling and Vocabulary Instruction and Word Sort and More: Sound, Pattern, and Meaning Explorations. These materials will provide instructors with materials that enhance best practices and teaching strategies to help students achieve ELA goals.
- **Teachers Pay Teachers and Vooks subscriptions.** TpT is a resource for teachers; Vooks is a streaming library of read-aloud animated story books and teacher resources.
- **Secret Stories Phonics** is a multisensory phonics approach rooted in science of reading and cognitive neuroscience research, Secret Stories targets backdoor learning channels to accelerate phonics mastery and increase skill. Secret Stories works seamlessly with any reading curriculum or phonics program to fast-track critical code-based skills needed to read and write.
- **Michael Hingson** is a New York Times best-selling author and international lecturer. He will visit BEMS to present to students. Michael, blind since birth, survived the 9/11 attacks with the help of his guide dog Roselle – this story is the subject of his book, [Thunderdog](#).
- **Randall Crosby** is a blind businessman and entrepreneur. He will present to the Blind PK-8 program about the 1936 Sheppard Act, a federal act that gave legally blind individuals “first rights” to conduct food service business on government property (including government organizations). He will fill students in on this unique career opportunity and the importance of acquiring math skills to use in bookkeeping professions.
- **Professional Development.** Teachers and administrators in Title I funded schools will participate in professional development workshops and conferences within the state of Florida and outside the state, including registration fees.

The BEMS Title I School Assistant (Meagan Lindberg) clerical position will support BEMS Assistant Principal Ellen Fertsch with Title I activities and paperwork.

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All Title I schools at FSDB will continue working in the Title I Crate (806 Technologies) online grant monitoring system. This software ensures that all necessary documents are stored in a database for when audits are conducted.

## **VI. Blind Elementary/Middle School—Family-School Compact**

The BEMS Family-School Compact outlines how the parents, staff, and students will share the responsibility for improved student academic achievement. FSDB Montessori preschool students are included in the elementary grade span and receive all relevant Title I services.

### **Teachers/Staff Responsibilities**

- Set annual academic goals with students and parents
- Provide quality instruction based on “best practices” in core academic areas
- Provide a safe and caring learning environment for all students
- Celebrate and value diversity
- Provide parents with feedback and evaluations of student progress on a quarterly basis
- Invite parents to join their students’ Google Classroom (or similar platform) so parents can reference student work
- Send hard copy completed assignments and tests home to parents on a weekly or biweekly basis
- Hold consultations/conferences amongst families, students and teachers on an as-needed basis
- Communicate on a frequent basis with parents about academic progress and activities
- Update grade information in Skyward on a regular basis
- Believe that students can and will learn
- Recommend students who would especially benefit from tutoring services
- Share Positive Behavior Support (PBS) efforts with parents
- Invite parents to attend campus events and activities, either in person or virtually
- Provide opportunities for parents to volunteer their assistance with campus activities and events

### **Parent Responsibilities**

- When possible, monitor child’s attendance
- Send child to school well rested, free of illness (especially contagious) and fed a well-balanced meal
- Read assigned books with your child, assist with homework, and show interest in child’s learning
- Review student assignments
- Communicate concerns to appropriate staff in a deliberate manner

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- Monitor child's social media, technology and television viewing and ensure that all are appropriate
  - Attend parent-teacher conferences when scheduled
  - Encourage a positive attitude toward learning and school staff members
  - Encourage and support staff members
  - Celebrate and value diversity
  - Read newsletters and other school communications
  - Return permissions and required forms in a timely manner
  - If possible, attend Title I Parent Advisory Team (TIPAT) meetings, School Advisory Council (SAC) meetings and parent workshops and/or attend these meetings through phone and/or web conferencing technologies
  - Volunteer as agreed upon with the Assistant Principal, to assist with classroom and/or school activities
  - Believe that your child can and will learn

## **Student Responsibilities**

- Do your best work at all times—believe that you can learn
- Communicate regularly with parents and dormitory staff about homework assignments, including reading-at-home assignments
- Share Google Classroom and hard copy assignments with parents and/or dormitory staff
- Complete class and homework assignments, including reading-at-home assignments
- Come to school with necessary materials ready to learn
- Follow school and classroom rules
- Celebrate and value diversity
- Demonstrate PBS principles of respect, cooperation and responsibility with staff, students and self
- Request help when subject material is not understood
- Self-advocate in a respectful manner
- Reflect on what you learned each day and prepare what is needed

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## **VII. Blind Elementary/Middle School—Family-School Compact Signatures**

### **Instructions**

- Review this Title I Handbook in entirety.
- Add student and parent/legal guardian signatures below.
- Tear off this page and return it to school. The teacher and assistant principal will also sign and put this page in school records per Title I requirements.
- Completion of all signatures certifies that the FSDB BEMS Family-School Compact is in effect for the 2020-2021 school year.

### **Signatures**

Student: \_\_\_\_\_

Parent/Legal Guardian: \_\_\_\_\_

Teacher: \_\_\_\_\_

Assistant Principal: \_\_\_\_\_

***Thank you!***

FSDB BEMS Assistant Principal & Staff Members  
FSDB Parent Liaison  
FSDB Title I Coordinator





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