



**Florida School for
the Deaf & the Blind**

Do More. Be More. Achieve More.

Deaf Elementary School & Early Learning Center

Title I Handbook 2023-24



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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.

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.

Special Provisions of Title I

Homeless Status

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 through the Title I part A federal grant.

Every year at least 5% of the Title I grant funds is directed to homeless students, known as the “set aside”. The McKinney-Vento Team plans how these homeless set aside monies will be spent on students, and also the Homeless Liaison sends a survey to all staff each spring to get feedback and ideas. Finally, the Homeless Liaison presents during one of the quarterly Parent Engagement Workshops to collect parent feedback and ideas on how to support campus homeless students.

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.

If you are in any of the following situations, please contact the Homeless Liaison as your child may qualify for the homeless program. This information is kept strictly confidential per FERPA guidelines:

- Living in your vehicle?
- Living in a public place such as a park or campground?
- Couchsurfing doubled-up with friends or family due to loss of housing?
- Living in a hotel, motel, Airbnb?
- Living in a home that is substandard: no plumbing, electricity, structural deficits?

The FSDB McKinney-Vento Homeless Team members are:

- Christi Boortz – Homeless Liaison, boortzc@fsdbk12.org, 904-827-2284
- Dee Stoddard – ELC/DES Social Worker, stoddardd@fsdbk12.org, 904-827-2245
- Wendy Williams – DHS Mental Health Counselor, williamsw@fsdbk12.org, 904-827-2514
- Jessica Friedman – DMS Social Worker, friedmanj@fsdbk12.org, 904-827-2842
- Dee Stoddard – DES/ELC Social Worker, stoddardd@fsdbk12.org, 904-827-2245
- Lucy Mitchell – BHS Social Worker, mitchelll@fsdbk12.org, 904-827-2707
- Laura Pamer – BEMS Mental Health Counselor, pamerl@fsdbk12.org, 904-827-2525
- Ileana Ruiz – Night Social Worker, ruizi@fsdbk12.org, 904-827-2810

Migrant Status

FSDB is required to contact families who may have migrant status and provide any assistance as needed. This information is confidential and not given to any family protection services or law enforcement agencies, is only used for school purposes.

If you or anyone in your family crossed state or county lines for the purpose of working in one of these industries below, you may qualify:

- Crop Farming
- Dairy farming
- Poultry or egg labor
- Nursery work (trees or plants)
- Commercial fishing, processing fish, working on fish farms

Questions may be directed to FSDB Migrant Services Coordinator Jackie Provoost at 904-827-2527 or provoostj@fsdbk12.org.

Foster Status

FSDB is required to track and provide support and assistance as needed to students who are in foster family situations. This information is kept strictly confidential per FERPA guidelines and only used to facilitate special services (such as counseling sessions).

Questions may be directed to FSDB Foster Liaison Erica Wortherly 904-827-2810 or wortherlye@fsdbk12.org

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

In support of strengthening student academic achievement, each school that receives Title I funds must develop a Parent and Family Engagement Plan (PFEP) jointly 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 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)*.

According to the Bureau of Federal Educational Programs, “Parent engagement is critical to student success. When parents, teachers and school administrators work cohesively to support the student experience, then students are more inclined to achieve academic success.” 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 how each school will implement a variety of different parent activities to involve parents as partners in their child's education.

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 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
- Providing capacity-building trainings for staff members 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.

District-Level Support to Parents/Families

According to the FSDB 2022-23 Parent Climate Survey, 90 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 2023-24 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 creates 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.

FSDB Parent Services facilitates Parent University, a combination of educational 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 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.

District-Level Support to Schools

“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.

Assistant Principals are invited to schedule school-level Title I meetings prior to Parent University 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. The Learning Network 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.fldoe.org/schools/family-community/activities-programs/parental-involvement/>).

Communication & Accessibility

According to the FSDB 2022-23 Parent Climate Survey, 83 percent of families believe there is good communication between home and school.

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 that 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 ensure that all parties have the resources needed to participate.

Questions may be directed to FSDB Parent Liaison Misty Porter at 904-827-2988 or porterm@fsdbk12.org.

III. Deaf Elementary School—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 with parents of participating children. The plans should be agreed upon by parties involved in their development, and distributed to all stakeholders including parents, school staff, and administrators. Each written parent involvement policy contains information required by section 1118(a)(2) of the *Elementary and Secondary Education Act (ESEA)*, which was later reauthorized as *No Child Left Behind (NCLB)*. This parent and family engagement plan establishes the expectations for involving parents as partners in their child’s education and outlines how each school will implement a variety of different parent involvement activities.

Parent Involvement Mission Statement for Deaf Elementary School & Montessori Families

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 Deaf Elementary School welcomes and encourages parental/family support and involvement in efforts to improve our academic program.

The Deaf Elementary School holds five Core Beliefs that guide all we do. These Beliefs are: We believe children are our first priority; We believe a positive, friendly, and fun school culture promotes student growth; We believe the learning and living environment should be physically and emotionally safe; We believe all students are capable of learning; We believe everyone matters and deserves respect.

Parent and Family Engagement Plan Components

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 school Principal and Assistant Principal, along with the Title I Coordinator, assemble their school’s “Title I Parent Advisory Team” at the start of the school year. These representatives meet quarterly in order to develop, review/revise, and evaluate the Title I plans & programs. All parents in Title I schools are welcome to attend Title I meetings, but Title I parent team representatives commit to the quarterly meetings each year. The 2% of grant monies specifically set aside for parent involvement activities is determined during the spring Title I Parent Advisory Team meeting. This set aside planning allows for revisions—upon parent request—before the Title I grant is written in June.

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) of the ESEA.

- Teachers in Deaf Elementary School are required to send home a weekly newsletter/website update, which often includes tips on how to extend learning of particular concepts/skills in the home setting, as well as links to supplemental resources. The Deaf Elementary School Assistant Principal sends home a monthly newsletter that includes tips and strategies that families can use to help their children at home. Additionally, students in the Deaf Elementary School are provided with summer learning workbooks to complete and they are awarded medals for completion (these books and medals are not purchased with Title I funds). For the summer of 2023, students were

provided books at their independent reading level as well as a reading log in addition to the summer learning workbooks.

- The FSDB Parent Services Department typically hosts parent workshops 4 or 5 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 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 2023-2024 school year, the FSDB Parent Liaison will collaborate with the Assistant Principal and Title I Coordinator to bring parent engagement activities and events to campus as well as provide outreach services across the state.
- Deaf Elementary School has a parent involvement initiative in connection with our Positive Behavior Interventions and Support (PBIS) program. This initiative is called Parents Being Supportive (PBS) and allows parents to volunteer for various school events both through on-campus service as well as preparing materials off-campus when they cannot travel to campus. Parents were informed of this initiative and invited to sign up to through parent newsletter. Parents who agreed to be called upon as volunteers were identified.

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

- The Title I Coordinator, 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 three main channels:
 - The “Title I Handbook” for each school is prepared in the campus Print Shop and 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 also contains this information and is linked to social media accounts.
 - The Deaf Elementary School Title I Parent Advisory Team meets during the first quarter of the school year to review and provide feedback/recommended changes on the Title I Parent and Family Engagement Plan and the Title I Compact. Please reach out to Jessica Waldbillig at waldbilligj@fsdbk12.org if you would like to join this Advisory Team.
 - Florida public schools accountability data and reports can be found at <https://edudata.fldoe.org>.
 - The effectiveness of these activities is determined by parent feedback during the Title I parent 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) of the ESEA.

- Due to the nature of FSDB’s program, Fridays have proven convenient for parents to pick up their students and take them home for the weekend. Title I grant provides travel expenses reimbursement for parents in Title I schools to travel to FSDB for meetings or other parent capacity-building activities. “Travel expenses” (per state agency guidelines) may include meals, hotel costs for overnight stays, and mileage reimbursement. Additionally, meetings with the

Assistant Principal can be scheduled during morning or evening hours at parent request. Parents are always offered the option of participating in meetings virtually.

- Title I Parent Advisory Team meetings are held prior to School Advisory Council meetings in order to encourage parent participation on both committees.

Describe how the school will implement activities that will build capacity for strong parent involvement, in order to ensure effective involvement of parents 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) of the ESEA.

- The 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 academic achievement.
- The Deaf Elementary School IEP (Individual Education Plan) Coordinator will make a concerted effort to maintain our high percentage of parental participation in IEP meetings through ongoing communication with families about upcoming IEP dates, scheduling at times that are convenient for families, and exploring creative ways for parents to maintain involvement (through the use of technology, for example) for families that face transportation burdens due to living far from campus.
- Parents of Deaf Elementary School students will be invited to school to attend various classroom activities such as plays, read-alouds, poetry walks, honor roll assemblies, and special recognition ceremonies. Parents are also invited to read stories to their child’s class. Teachers and/or Support Staff will communicate (through parent-teacher conferences, email, phone calls, videoconferencing, etc.) with each parent a minimum of three times per year to inform families of student progress, upcoming events, adjustment to FSDB, and the like. Teachers will send out classroom newsletter bi-weekly to update families. Parents and families are welcomed and encouraged to attend annual school events such as the PBS Ice Cream Social, Vocabulary Parade, Everyone Matters Day, and Field Day. Information for these events is shared via social media as well as parent communications from individual classroom teachers.
- New students to Deaf Elementary School are assigned a member of the support staff who assumes responsibility for checking on student progress and adjustment to FSDB. The staff member is responsible for communicating that information to parents for a minimum of the student’s first four weeks at FSDB. This has helped support and strengthen the home-school partnership.
- The Parent Services Department will continue to provide current parent activities & trainings, such as parent ASL (sign language) and Braille classes; these classes facilitate improved communication between parents and their children and involve parents to a greater extent in homework. The campus Parent Services Department typically hosts Parent Engagement Workshops (PEW) at least 4 or 5 times each year on a variety of topics. These workshops are held for the specific purpose of building parent capacity. Topics 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.

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) of the ESEA.

- Seeing the positive response from teachers, specialists, administrators and parents alike, content for the 2023-2024 parent training and capacity-building activities will include topics that will enable a cohesive conversation and understanding between school and home. Parents will have the opportunity to attend training on a variety of topics, and will also be surveyed to determine which topics interest them. Those topics will be selected for parent workshops. School staff will

receive the same training and will therefore be able to work in partnership with parents. Collaboration between Deaf Elementary School staff and the Parent Services Department was strong during the 2022-2023 school year and will continue for the 2023-2024 school year.

- The FSDB Learning Network, led by FSDB 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 trainings. Annually, Parent Services' 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.
- Virtual participation options will be provided for trainings.

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) of the ESEA.

- The Parent Services department acts as an excellent resource for all FSDB parents. This department provides resources for Lending Libraries house in individual schools, when requested.
- 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 are encouraged to participate as informed partners with schools to support programs in effort to encourage lifelong learning and improve student academic achievement. Parent University is 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 904-827-2988.

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).

- This information is shared in annual IEP meetings, parent-teacher conferences, and throughout the school year through information sent to parents by classroom teachers, as well as posts on social media. Parents may also learn about curriculum and assessments by attending Parent University classes, Parent Engagement Workshops, and/or participating in SubSAC meetings and Title I meetings where these topics are often discussed.
- The school will provide opportunities to parents on the school's curriculum and explain the district assessment calendar and the assessments that will be given during the year as well as the purpose of these assessments, and outlines the proficiency levels that students are expected to meet in each grade level.
- Additionally, parents have opportunities to learn about Positive Behavior Intervention and Support (PBIS) and sign up to volunteer with the parent program. The Deaf Elementary School Behavior

Specialist, Alesia Milczarski, Literacy Specialist, Cally Traetto, and Math Specialist Andrea Binder coordinate this initiative. They can be contacted via email if you'd like to be involved!
milczarskia@fsdbk12.org, traettoc@fsdbk12.org, bindera@fsdbk12.org.

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. American Sign Language videos are also used when appropriate. 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. Deaf Elementary 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;
- 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 DES Assistant Principal Jessica Waldbillig at 904-201-4505 videophone, or via email at waldbilligj@fsdbk12.org

V. Deaf Elementary School—2023-24 Projects

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

- **“Eyes Alive” student news production group** will produce a monthly news video for students, staff, families, and community partners. The group will meet to film, produce, and edit the video once school year. Rationale: Eyes Alive students will improve ASL literacy by bridging English scripts with ASL in preparation for filming. Students involved in Eyes Alive will show improved literacy skills in ASL as evidenced by the Academic ASL Comprehension Test and in English as measured by the MAP test.
- **New Family Welcome kits** will be provided to each student to practice at home with family support. Desired Outcome: Students will demonstrate improved ASL proficiency, math, and communication skills as demonstrated by their scores on the Academic ASL Comprehension Test and MAP testing. Rationale: Providing students resources related to math and ASL will strengthen students’ proficiency in math, in American Sign Language (ASL), and may also build parent capacity. When families are engaged in fun and interactive math activities, this can reduce instances of math anxiety in both parents/caregivers and students.
- Students in grades 3-5 will be invited to join a **Sunshine State Young Readers Club**. Students in grades K-2 will be invited to participate in **Deaf Elementary School Book Club**. Upon completion of book and comprehension activities, students will receive a Brag Tag. Desired Outcome: Students in grades 3 – 5 will participate in dynamic discussion about state recommended books. Students in grades K-2 will participate in retelling activities to demonstrate reading comprehension. Rationale: Students will interact with grade level and above text, leading to improved literacy and reading comprehension.
- **Bilingual Grammar Curriculum subscription** will be purchased for a group of teachers to use in their language arts block or lab class. Bilingual Grammar Curriculum is a newly developed set of instructional materials that create a bridge between American Sign Language grammar instruction and English grammar instruction. Students who are Deaf/HH need explicit language instruction in both their native language (American Sign Language) and English. Subscriptions of this program will be used by specific targeted teachers to analyze the usability and effectiveness of the program while increasing student achievement.
- **An American Sign Language (ASL) Translator**. Read-aloud texts will be translated into ASL and be made available for student, teacher, and family use at each grade level. ASL Glossaries for Math will be made available for students and families. Newly adopted ELA Instructional Materials come with several read aloud texts. To provide access to students, these texts will be translated into ASL by native, diverse signers. ASL versions of these read alouds will have a positive impact on both expressive/receptive communication and reading skills. Newly adopted math standards include content specific vocabulary and concepts. These concepts will be translated in ASL for students, as a tool for teachers, and as a support for families
- **“Figuring Out Fluency” books** will be provided for DES teachers to be used during Professional Learning Communities during the 2023-2024 school year. Students will demonstrate improved math fluency and confidence, as indicated by MAP Assessment scores and teacher observation. Rationale: As we transition to the new B.E.S.T. standards, teachers need the opportunity to develop a deeper understanding of procedural fluency. The “Figuring Out Fluency” texts offer a plethora of pragmatic tools that empower educators to support students in acquiring the repertoire of reasoning strategies necessary to becoming fluent mathematical thinkers.

- **DES will hire a Title I Assistant** to provide clerical support to the Assistant Principal in Title I grant tasks. The Title I Assistant will track all inventory purchased with Title I funds, stamping permanent materials as the Property of Title I part A. The Title I Assistant will review the monthly FA 399 accounting forms sent by the Grant Accountant to ensure all line-item expenditures are reconciled. The Title I Assistant will complete paperwork such as the FSDB Purchase Orders for all physical materials and obtain quotes for relevant items. Finally, the Title I Assistant will support the Comprehensive Needs Assessment process by gathering and organizing all assessment data. (The new DES Assistant is Christopher Lennon.)

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. Deaf Elementary School—Family-School Compact

The **Deaf Elementary School** at Florida School for the Deaf and the Blind, and the parents of the students attending this school receiving Title I funds, agree that this compact outlines how the parents, staff, and students will share the responsibility for improved student academic achievement. The FSDB Montessori Preschool students are included in the elementary grade span and receive all relevant Title I services.

Teacher Responsibilities

- Set annual academic goals with students and parents
- Provide quality instruction based on “best practices” in core academic areas
- Provide a safe and pleasant atmosphere for learning
- Demonstrate care and concern for all students
- Celebrate and value diversity
- Provide parents with feedback and evaluations of student academic progress quarterly
- Hold consultations amongst families, students, teachers, and administrators on an as-needed basis
- Make efficient use of learning time
- Demonstrate respect, cooperation, and responsibility with staff, students, families and school property
- Communicate on a frequent basis with parents about academic programs and activities
- Believe that your students can and will learn
- Monitor student attendance
- Maintain updated and current classroom website
- Act in accordance with the Core Values of Deaf Elementary School: We believe children are our first priority; we believe a positive, friendly, and fun school culture promotes student growth; we believe the learning and living environment should be physically and emotionally safe; we believe all students are capable of learning; we believe everyone matters and deserves respect.

Parent Responsibilities

- Monitor my child’s attendance
- Send my child to school well rested and fed a well-balanced meal
- Read assigned books with child, and assist with my child’s homework
- Monitor use of age-appropriate video games and television viewing
- Attend parent-teacher conferences if scheduled
- Encourage a positive attitude toward schooling

- Celebrate and value diversity
- Read newsletters and other school communications
- Demonstrate respect, cooperation, and responsibility with staff, students, families and school property
- Attend School Advisory Council (SAC) and Title I Parent Advisory Team meetings and on-campus parent trainings as much as possible, or attend these meetings through phone and/or web conferencing technologies
- Volunteer to help in your child's program, as agreed upon with the Assistant Principal, such as going on field trips, providing snacks, assisting at the specific request of the teacher in regards to career education, concept development, project assistance etc.
- Volunteer to assist with school events by serving on the Parents Being Supportive team when possible
- Believe that your child can and will learn
- Act in accordance with the Core Values of Deaf Elementary School: We believe children are our first priority; we believe a positive, friendly, and fun school culture promotes student growth; we believe the learning and living environment should be physically and emotionally safe; we believe all students are capable of learning; we believe everyone matters and deserves respect

Student Responsibilities

- Do your best work at all times—believe that you can learn
- Complete class and homework assignments
- Come to school with necessary materials ready to learn
- Follow school and classroom rules
- Celebrate and value diversity
- Demonstrate respect, cooperation and responsibility with staff, students, families and school property
- Complete reading-at-home assignments
- Take ownership of learning
- Participate in community service opportunities
- Demonstrate respect, responsibility, and cooperation with those in their community
- Self-advocate and ask for help when not understanding classwork or homework
- Act in accordance with the Core Values of Deaf Elementary School: We believe children are our first priority; we believe a positive, friendly, and fun school culture promotes student growth; we believe the learning and living environment should be physically and emotionally safe; we believe all students are capable of learning; we believe everyone matters and deserves respect

VII. Deaf Elementary 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 DES Family-School Compact is in effect for the 2023-2024 school year.

Signatures

Student: _____

Parent/Legal Guardian: _____

Teacher: _____

Assistant Principal: _____

Thank you!

FSDB DES Assistant Principal & Staff Members

FSDB ELC Director

FSDB Parent Liaison

FSDB Title I Coordinator



Florida School for the Deaf and the Blind

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