

SAC MEETING MINUTES

Tues Nov, 10 2020

CALL TO ORDER:

Gina Venditti/Chairperson @ 3:51

In Attendance:

**M. Horne, G. Venditti, C. Murray, L. Stanfield, M. Ogilvie,
N. Heredia, S. Harp**

Current Budget: \$3,807.22 Same as Oct. 2020

Handouts to Members: PFEP packet and the TCE Parent Compact Agreement

New Business: MS. Heppern

- Reviewed the handout for the TCE parent compact agreement
- Verbiage is the same as 19/20 school year, with only one update. There are now two conference dates, one in Oct for the brick and mortar students and one in Nov. for the virtual students
- The plan is open for suggestions or concerns from the members
- Next years compact agreement will include our new school theme: Marine Science and information concerning that program

Mr. Simpson:

- Explained he will review our new Marine Science program with the faculty at a meeting on Fri 11/13 and will share more information with the SAC committee at the Dec. meeting.
- Jan. is when we will start running with our vision for this program.
- Informed the members that TCE has it's 1st positive COVID case. He reassured the members that the Health Dept. has been involved and that the proper quarantine procedures are being followed.
- 10 days if you have COVID
- 14 days if you have been exposed to someone that is positive

Next meeting: Tentative...Dec. 8,2020 @ 3:45 in the Media Center/Virtual

Meeting Adjourned:

Gina Venditti @ 3:57

Submitted by Maurine Horne

SAC Meeting November 10, 2020

Sign In

Print Name	SAC member Yes/no	Employee, Parent, Community
Gina Venditti	yes	employee
Coletta Murray	yes	employee
Maurine Horne	yes	Employee
M. Ogilvie	yes	parent
W Landis Stanfield	yes	employee
Sara Harp	yes	Parent
Naris Heredia	yes	parent
Leue Heppem	yes NO	Employee

**TREASURE COAST ELEMENTARY
SCHOOL – PARENT COMPACT AGREEMENT
2020 – 2021**

The staff at our Title I school constantly strives to provide a safe, pleasant learning environment for every student. We request that you sign the following Compact Agreement to show your commitment to support your child's education.

1. **TREASURE COAST ELEMENTARY SCHOOL** will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:**
Implement core curriculum, enrichment, and intervention programs that are research proven, to be delivered by highly qualified effective teachers.
- **Hold parent – teacher conferences with access to bilingual staff, during which this compact will be discussed as it relates to the individual child's achievement.**
Conferences will be held: 1st Semester - October or November (Parent choice), 2nd Semester - February.
- **Provide parents with frequent reports on their children's progress.** Teacher will provide reports as follows: Progress reports at mid grading periods four times a year, report cards four times a year, and more extensive and frequent reports for designated students.
- **Provide parents reasonable access to staff with bilingual support.** The staff will be available for consultation with parents as follows: Teachers, resource teachers, and administrators are available to meet with parents during regular scheduled conferences and additional conferences before or after school as requested by parents.
- **Provide parents opportunities, as available, to volunteer and participate in their child's class and to observe classroom activities as follows:** School activities calendar is distributed by semester, volunteer and observations may be scheduled through the teacher or administrator throughout the school year as available.

STUDENT'S TEACHER NAME: _____ Oct. _____ Nov. _____ Feb. _____

Teacher Signature: _____ Grade: _____

2. **PARENTS** will support our children's learning in the following ways:

- **Participate, as appropriate, in decisions relating to my child's education.**
- **Work at home with my child, including reading at home.**
- **Encourage good study habits; providing a suitable place for completing homework assignments.**
- **Attend teacher conferences to help keep aware of my child's progress.**
- **Attend workshops/trainings to assist me in being better able to support my child.**
- **Serve, to the extent possible, on policy advisory groups at school, district, and state levels.**

PARENT/GUARDIAN NAME: _____ Oct. _____ Nov. _____ Feb. _____

Parent Signature: _____

3. **STUDENT RESPONSIBILITIES:**

I will:

- **Set aside time for reading and completing homework assignments.**
- **Return materials on time; give to my parent or responsible adult any notices from school every day.**
- **Behave well and abide by all classroom rules; be prepared each day.**
- **Respect my school, myself, and others; promote good citizenship by being a positive role model.**

STUDENT'S NAME: _____ Oct. _____ Nov. _____ Feb. _____

Student Signature: _____

2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)

I, **SCOTT SIMPSON**, do hereby certify that all facts, figures, and representations made in this 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 with the parent involvement project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101 of the Elementary and Secondary Education as amended by Every Student Succeeds Act (ESSA);
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [ESEA Section 1116(a)(3)(B)];
- Jointly develop/revise with parents the Parent and Family Engagement Plan and distribute it to parents of participating children and make available the Parent and Family Engagement Plan to the local community [ESEA Section 1116(b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school Parent and Family Engagement Plan and the joint development of the school wide program plan under [ESEA Section 1116(c)(3)]
- Use the findings of the Parental Involvement Plan / Parent and Family Engagement Plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [ESEA Section 1116(a)(2)(E)];
- If the plan for Title I, Part A, developed under [ESEA Section 1116] is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [ESEA Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessments [ESEA Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field [ESEA Section 1112(e)(1)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [ESEA Section 1112(e)(1)(A)].

Signature of Principal

Date Signed

2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)

principal and leadership team to review student achievement data and to assist school-based staff develop and implement all components of the required plans. These include but are not limited to:

Coordination and technical assistance is provided via a variety of ways including on-site training, virtual meetings, phone calls, emails, site visits, and professional development for staff.

Title I Program staff provide training and present family engagement information at faculty meetings upon request.

The district Title I Office provides technical assistance and support to Treasure Coast Elementary regarding the development of their school-level PFEP. The Director of Federal Programs, project specialist, and Title I resource teacher meet with the Title I leadership team to review the PFEP to ensure that all requirements of Section 1116 are met.

Title I staff review the agendas of school-level family engagement meetings and activities to assist schools in ensuring that the activities are effective and designed to promote student achievement. Bilingual staff, when feasible, facilitate family engagement trainings and meetings to ensure that parents whose heritage language is not English, may participate fully in meaningful opportunities to become more involved in the education of their child.

Specific actions the LEA will take to provide coordination, technical assistance, and other support to assist TCE as a Title I, Part A school in planning and implementing effective family engagement activities to improve student academic achievement and school performance are detailed below:

Technical assistance meetings are provided at Treasure Coast Elementary throughout the school year for all Title I Administration and School Leadership Teams (SLT) to support schools in their review of current FCAT Science/Florida Science Standards Assessment, Florida Standards Assessments, ACCESS for ELLs and other local data and the development, implementation, and review of their Title I Parent and Family Engagement Plan (PFEP) and SIP.

The LEA provides technical assistance and collaboration with school leadership team representatives (via meetings, e-mails, and phone calls) to ensure ESSA family engagement requirements for district and schools are met for the Schoolwide Improvement Plan, Parent and Family Engagement Plan, and School Parent Compacts.

The District Title I Team, in consultation and coordination with the school based leadership teams and the Professional Development Department, recommends district training and professional development for principals and associated staff on interpretation and implementation of current legislation. Additionally, the Title I team provide opportunities for guest speakers and family engagement presentations upon request.

2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)

Coordination and Integration with other federal programs

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Even Start, Head Start, Reading First, Early Reading First, the public preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116].

Count	Program	Coordination
1	Title II	Title II provides the district with supplemental funding to support the professional development needs of the staff. Funds are used for professional development specialists, attendance at local and state conferences and to pay for consultants related to strategies to support student achievement.
2	Title III	Title III funds are used to support professional development activities and staff that strengthen students' academic achievement in English Language Acquisition and focus on strategies that help parents of English Language Learners participate in their child's education.
3	Tile I Part C	Migrant staff will support family engagement by facilitating home-school communication, conducting family engagement meetings, serving as liaison between home and community resources, and monitoring student academic achievement.
4	Title IX	Homeless program staff work closely with the Federal Programs/Title I Department to coordinate services for homeless students. Activities may include coordinated meetings with parents, meetings with Title I and Homeless education program staff to discuss the barriers to success of homeless students.
5	VPK	Title I Part A supplements the funding of the district's VPK program. The Title I Department and VPK office work together to coordinate appropriate early childhood programs and transition programs for Pre-K students who will enter Kindergarten. Activities may include Kindergarten roundup meetings, parent meetings, and literacy nights. Title I teachers coordinate with VPK teachers to discuss specific learning needs and referrals. In addition, the Title I Program supports a summer learning opportunity for students who completed VPK and will enter Kindergarten at a Title I school in the Fall. This summer program helps to reduce the potential of "summer slide" for the VPK completers.

2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)

Parent conference meetings are offered any time between 7:30 a.m. and 8:00 pm during the district held conference weeks in October and February. Teachers are also available by appointment before and/or after school.

Title I program staff work with parents and teachers to coordinate and provide flexibility in the scheduling of conferences (childcare, home visits, heritage language assistance).

Food and childcare may be provided for parent training and information nights.

Parents are invited to come participate in scheduled school wide and class events as well.

Additionally, Treasure Coast Elementary will expand its use of online supports such as Social Media, CANVAS, FOCUS, and School Messenger.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [ESEA Section 1116]. 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 [ESEA Section 1116]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [ESEA Section 1116].

Note: Activities and supports will be modified throughout the year based on the most current CDC guidelines in relation to COVID-19.

Count	Activity	Person Responsible	Timeline	Evidence of Effectiveness
1	Title I Annual Meeting	Scott Simpson Felice Heppern Karen Malits Krista Sadlers	August - October	*
2	Orientation	Scott Simpson Felice Heppern	August	*
3	SAC	Scott Simpson Felice Heppern Gina Venditti	Ongoing	*
4	PTA	Barbara Negreira- Harrell	Ongoing	*
5	Parent Teacher Conferences	All staff	October February	*

2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)

	to make things right and restore the classroom community			
4	Trauma Informed Care: strategies to recognize and respond to the effects of all types of trauma	Tykes & Teens	Ongoing	*

*Student Achievement Results that meet identified targets in the District Strategic Plan, Achieve 2025, and Schoolwide Improvement Plan.

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their child(ren). [ESEA Section 1116].

Response: Supplemental parent resources, including children’s literature, math manipulatives and flashcards, etc.

Communication

Describe how the school will provide parents of participating children the following [ESEA Section 1116]:

- Timely information about the Title I programs [ESEA Section 1116];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [ESEA Section 1116];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [ESEA Section 1116]; and
- If the school wide program plan under [ESEA Section 1116] is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [ESEA Section 1116].

Response:

- Agendas
- Teacher e-mails
- Marquee
- School Messenger (one per week)
- Family Events (ELA, STEM, Multi-Cultural)
- Conferences with school administrators
- Facebook

2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)

Not Applicable

Count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
	THIS SECTION IS OPTIONAL				

Attach Evidence of Input from Parents

ATTACH evidence of parent input in the development of the plan.

Attach Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116.

Attach Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116.

2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)

				their children in an effective manner and promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students
6	Academic Parent Meetings (<i>core content areas, access to technology platforms</i>)	1	6	Reviewed grade level expectations; Enhanced parents' ability to advocate for their children in an effective manner and promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students
7	Family Celebrations	3	840	Promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students
8	Celebrating Student Success (<i>Awards, Science Fair, Speech Contest, Spelling Bee, etc.</i>)	1	221	Reflected on gains and celebrations for the year; Set goals for the future
9	Community Engagement (<i>Day of Caring, Tunnel of Hope, Community Events</i>)	2	47	Developed appropriate roles for community-based organizations and businesses in family engagement activities

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [ESEA Section 1116].

Count	Content and Type of Activity	Number of Activities	Number of Participants	Outcomes
1	Academic Success (<i>Standards Based Instruction, collaborative planning, data reviews/feedback cycles, etc.</i>)	17	709	Provided training, information and support services that strengthened the relations between parents and the school in meaningful ways

2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)

				and families feeling more comfortable in the school setting
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Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background an migratory children) [ESEA Section 1116].

Count	Barrier (Including the Specific Subgroup)	Steps the School Will Take to Overcome
1	Limited number of parents on school wide committees.	Provide flexible schedule of events, both daytime and evenings to accommodate all families.
2	Insuring advance notice of events and purpose.	Record and send weekly messages with school wide information to families. Provide monthly schedule of events to be sent home with students, post on school website and social media. Provide quarterly newsletters to be sent home with students, post on school website and social media.
3	Limited access to Canvas throughout the COVID-19 pandemic	With the help of Title I staff and the IT Department staff, expand instruction to parents on the use of various technology platforms Work with IT Department to get technology issues resolved as quickly as possible

Reflection of Prior Year’s Plan

Both the principal and the assistant principal are new to Treasure Coast Elementary this year. Based on the feedback of stakeholders, including parents and families, the effectiveness of activities in last year’s PFEP yielded the following results:

- Family events that included interactive educational activities between staff, parents and students resulted in higher participation. TCE will continue to find innovative ways to engage students and families with school-based activities.
- Family events that included individualized parent meetings with the classroom teacher, yielded greater participation.