

AGENDA

REGULAR SCHOOL BOARD MEETING

GADSDEN COUNTY SCHOOL BOARD
MAX D. WALKER ADMINISTRATION BUILDING
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA

October 28, 2025

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. OPENING PRAYER
3. PLEDGE OF ALLEGIANCE
4. RECOGNITIONS
5. CITIZEN COMMENTS AND CONCERNS

ITEMS FOR CONSENT

6. REVIEW OF MINUTES – **SEE ATTACHMENT**

- a. September 4, 2025, 5:30 p.m. – Final Budget Hearing
- b. September 23, 2025, 4:30 p.m. – School Board Financial Workshop
- c. September 23, 2025, 6:00 p.m. - Regular School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

7. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions)

- a. Personnel 2025 – 2026 – **SEE PAGE #3**

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENTS/CONTRACT/PROJECT APPLICATIONS

- a. Highland Electric Fleet, Inc. – **SEE PAGE #6**

Fund Source: Capital Outlay

Amount: \$136,000.00 Annually

ACTION REQUESTED: The Superintendent recommends approval.

- b. DAG Architects Fee Adjustment – **SEE PAGE #39**

Fund Source: New School Construction Funding

Amount: \$3,348,496.00

ACTION REQUESTED: The Superintendent recommends approval.

9. STUDENT MATTERS

- a. Student Expulsion – See back-up material

Case #013-2526-0231

ACTION REQUESTED: The Superintendent recommends approval.

10. EDUCATIONAL ITEMS

- a. Gadsden County School District Safe Schools 2025 Quarter 1 and 2024 -25 Inspection Reports – **SEE PAGE #42**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Panhandle Area Educational Consortium Professional Learning Catalog 2025 - 2026 – **SEE PAGE #43**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- c. Approval of 2025 – 2026 Gadsden County Schools Controlled Open Enrollment Plan – **SEE PAGE #46**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- d. Approval of the District's and Schools' 2025 – 2026 Title I, Parent and Engagement Plan (PFEP) **SEE PAGE #57**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

11. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

12. SCHOOL BOARD REQUESTS AND CONCERNS

13. ADJOURNMENT



THE GADSDEN COUNTY SCHOOL DISTRICT

Educating Every Student Today, Making Gadsden Stronger Tomorrow

Elijah Key, Superintendent of Schools

35 Martin Luther King, Jr. Blvd Quincy, Florida 32351

Main: (850) 627-9651 or Fax: (850) 627-2760

www.GadsdenSchools.org

October 28, 2025

The School Board of
Gadsden County, Florida
Quincy, Florida 32351

Dear School Board Members:

I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.

Item 7A Instructional and Non-Instructional Personnel 2025-2026

The following reflects the total number of full-time employees in this school district for the 2025-2026 school term, as of October 28, 2025.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees October 2025</u>
Classroom Teachers and Other Certified	120 & 130	287.00
Administrators	110	56.00
Non-Instructional	150, 160, & 170	344.00
		<u>687.00</u>
Part Time Instructional		2.00
Part Time Non-Instructional		3.00
Total		<u>5.00</u>
100% Grant Funded		160.00
Split Grant Funded		24.00
<u>Total Grant Funded of 687 Employees</u>		<u>184.00</u>

Sincerely,

Elijah Key, Jr.
Superintendent of Schools

Cathy S. Johnson
DISTRICT NO. 1
Havana, FL 32333
Midway, FL 32343

Steve Scott
DISTRICT NO. 2
Quincy, FL 32351
Havana, FL 32333

Leroy McMillan.
DISTRICT NO. 3
Chattahoochee, FL 323324
Greensboro, FL 32330

Charlie D. Frost
DISTRICT NO. 4
Gretna, FL 32332
Quincy, FL 32352

Stacey Hannigon
DISTRICT NO. 5
Quincy, FL 32351
Midway, FL 32343

AGENDA ITEM 7A INSTRUCTIONAL AND NON-INSTRUCTIONAL 2025/2026**INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brathwaite, Patricia	GEMS	Teacher	09/15/2025
Davis, Annamaria	CES	Teacher	09/09/2025
Davis, Brian	GCHS	Teacher	10/01/2025
Forrest, Alexis	GWM	Teacher	09/15/2025
Riggins, Cynthia	HMS	Teacher	10/01/2025
Schroeder, Marj Ann	WGMS	Teacher	10/01/2025
Shaw, Verron	WGMS	Teacher	10/06/2025

NON INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Davis, Annmaria	CES	Educational Paraprofessional	08/18/2025
Evans, Dee Ella	District/ESE	School Social Worker	09/15/2025
Griffin, Marilyn	Bold Step	Educational Paraprofessional	09/29/2025
Hale, Tamica	District/ESE	School Social Worker	09/22/2025
Haywood, Patricia	WGMS	Custodial Assistant	10/01/2025
Jimenez, Adriana	GBES	Secretary	09/15/2025
Jimenez Lopez, Jessica	GWM	Educational Paraprofessional	10/06/2025
Johnson, Chadeedra	GWM	School Food Service Worker	09/29/2025
Paul, Charleston	Transportation	Bus Driver	10/01/2025
Pegollo, Lady Emmanuel	SSES	Educational Paraprofessional	09/15/2025
Scott, Ayonna	GCHS	Educational Paraprofessional	09/25/2025
Sketoe, Madison	District/ESE	School Social Worker	10/01/2025
Smith, Chasity	HMS	Custodial Assistant	10/06/2025
Walker, Eric	GCA	ESE Self Help Assistant	09/16/2025
Winbush, Angela	GCHS	School Food Service Worker	10/01/2025

REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:**LEAVE**

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>End Date</u>
Murphy, Jazzmin	Quincy Area 3s/Ed Paraprofessional	10/01/2025	01/06/2026

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Bouie, Lester	Maintenance	Maintenance Worker	09/19/2025
Brown, Frances	CES	Educational Paraprofessional	09/26/2025
Davis, Annamaria*	CES	Educational Paraprofessional	09/08/2025
Hall, Willie	GBES	Custodial Assistant	09/11/2025
Riggins, Cynthia*	HMS	Educational Paraprofessional	09/30/2025
Tindall, Melinda	GWM	Teacher	10/10/2025
Watkins, Robin	District/FACE	Secretary	09/30/2025
Winbush, Sadrick	WGMS	School Food Service Worker	09/30/2025

*Resigned to accept another position within the District

TRANSFERS

<u>Name</u>	<u>Location/Position Transferring From</u>	<u>Location/Position Transferring To</u>	<u>Effective Date</u>
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DROP RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
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RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
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DEATH

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Williams, Catina	GWM	Educational Paraprofessional	09/19/2025
Williams, Keith	Transportation	Bus Attendant	09/18/2025

OUT OF FIELD**Name**

Brathwaite, Patricia
Brathwaite, Patricia
Forrest, Alexis

Location

GEMS
GEMS
GWM

Area Out of Field

Elementary Education
Reading Endorsement
Reading Endorsement

Effective Date

All Periods
All Periods
All Periods

SUBSTITUTES**Teacher**

James, Pearlean
Kelly-Derico, Shiquita
Lee, Edward
Matos, Gloria
Merricks, Christian
Pouncey, Maria
Timmons, Erika
Wesley, Bria

Custodian/SFS Worker

Akins, Delores
Christian, Wanzella
Presha, Anthony

SFS Worker

Golden, Helen
Sailor, Ervin
Scott, Brenda
Winbush, Angela

Bus Driver

Woods, Zackery

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: October 28, 2025

TITLE OF AGENDA ITEM: Highland Electric Fleet Inc.

DIVISION: Transportation Department

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The Transportation Department is requesting Board Approval of the District entering into an agreement with Highland Electric Fleet Inc, that will help to reduce the cost of fuel, maintenance, and parts. Electric school buses offer advantages such as zero tailpipe emissions, improved air quality for students and communities, and lower long-term operating costs due to reduced fuel and maintenance expenses. This will be a 12-year contract that would include eight (8) Type C Electric School Buses with the Clean School Bus Incentive Program at \$395,000/ School bus applied. In Florida, school buses are typically replaced after 12 years of service or when they reach 200,000 miles, whichever comes first. Buses should also be replaced potentially sooner if they require excess maintenance. Buses on average have a 10-year lifespan and around 10% of the fleet should be replaced annually.

FUND SOURCE: Capital Outlay

AMOUNT: \$136,000.00 Annually

PREPARED BY: Matthew Bryant **MB**

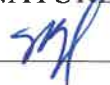
POSITION: Transportation Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY:  _____



Awarded Contract

Contract # 051123-HEF

VENDOR: HEF-P Gadsden, LLC (a limited liability company to be formed by Highland Electric Fleets, Inc.) (also, "Highland" or "Provider")

ADDRESS: 200 Cummings Center, Suite 273D
Beverly, MA 01916

CONTACT: Dominic Ricotta

EMAIL: dominic.ricotta@highlandfleets.com

CUSTOMER:		QUOTE NUMBER:	QUOTE DATE:
CUSTOMER: Gadsden County Public Schools		FL.GADSD.0001	October 3, 2025
ADDRESS:		Freight Terms	Prepaid
35 Martin Luther King Jr. Blvd Quincy, FL 32351		Payment Terms	Annual beginning Operational Date (see attached contract)
CONTACT (name & title): Elijah Key, Jr. Superintendent		Est. Project Timeline	18 months after Contract execution
EMAIL; PHONE: keye@gcpsmail.com; (850) 627-9651		Quote Effective Through:	October 30, 2025

SKU	PRODUCT DESCRIPTION	QTY	LIST PRICE/	CONTRACT PRICE**	TOTAL *
SBS-0-30KW-20	School Bus & Shuttles -12 year contract for 10001 - 11000 miles & 20 - 40 kW Charger with Net VAC of \$0 - \$50k	8	\$52,256.00	\$24,418.00	\$195,344.00
Discount	Add'l District Discount	8	(\$7,418.00)		(\$59,344.00)
8 Type C Electric School Buses with EPA Clean School Bus Incentive Program @ \$395,000/School Bus applied Gadsden County School District is Sourcewell Member No. 14588 https://www.sourcewell-mn.gov/participating-agency/14588			SUBTOTAL:		\$136,000.00
			SALES TAX:		(TBD)
			TOTAL CONTRACT PRICE, CONTRACT YEAR 1:		\$136,000.00

**This Quotation is subject to the provisions of Sourcewell Contract 051123-HEF, as noted on the following pages.*

****Noted Contract Price includes any Sourcewell Volume Discounts
PRICING IS FOR CONTRACT YEAR 1 UNLESS OTHERWISE STATED.**

SCOPE OF SERVICES

This **Transportation Equipment Services Scope of Services** ("**Scope of Services**") is incorporated into and made part of the foregoing quote ("**Quote**" or, when executed, "**Purchase Order**") for Products or "**Services**" (as further described in this Scope of Services) provided to the Customer (also, "**District**") by the Vendor (also "**Provider**"), as set forth on Page 1. Upon countersignature of this Quote by the District, the District will acknowledge and accept this Quote, including this Scope of Services, whereupon this Quote shall become a binding Purchase Order and Provider and Customer will execute and deliver the Sourcewell Contract, Contract #051123-HEF (a "**TESA**") that incorporates this Purchase Order and all Exhibits to the TESA (each a "**TESA Exhibit**").

This Scope of Services provides, in summary format, descriptions of the Services and Products to be provided by Provider to Customer. This Scope of Services is modified by the TESA, including the TESA Exhibits, described in this Scope of Services and in the TESA.

1. Parties:	The Parties and their respective notice addresses are as set forth on Page 1.
2. Services:	Customer retains Provider to provide, and Provider will provide the following "Services" in consideration of the Base Service Fee (defined below and in the TESA) and other fees payable under the TESA and described in this Scope of Services for the period identified below: Consulting Services: Assist in planning for fleet electrification, including identifying incentives for future deployments; Procurement Services: From the date the TESA is executed ("Effective Date") through the Operational Date (defined below), and thereafter in Provider's judgment, specify and procure the System (defined below), selecting components that optimize System performance and efficiency in light of Customer requirements; Installation Services: Beginning the Effective Date, design, obtain required Approvals (defined in the TESA) for, install, interconnect, and start-up, Chargers, Infrastructure, and related improvements at the Premises (defined below), consistent with the final System Site Plan (defined below); Training Services: Before the Operational Date, at mutually agreed time(s), coordinate original equipment manufacturer ("OEM") training and provide training in use of the System to Customer personnel; Charge Management Services: From the Operational Date through the remainder of the Term (defined below) charge Vehicles (defined below) and pay for related electricity; and license the Platform (defined below) to Customer as provided in the TESA; and Operations Services: From the Operational Date through the remainder of the Term provide Vehicles for use during the agreed Vehicle Operation Period or VOP (defined below); provide access for Vehicles to, and operate and maintain, Chargers and Infrastructure; and reimburse Customer for Vehicle maintenance and repairs performed by Customer in accordance with the TESA.
3. Vehicles; Chargers; System; Platform:	Provider's Services will be based on the operation and use of: (a) Eight (8) Type C electric school buses, as further described on TESA Exhibit A (each, a "Vehicle"); (b) Electric vehicle charging stations installed at the Premises, as further described on the preliminary System Site Plan attached as TESA Exhibit B (each, a "Charger"); (c) Related equipment and infrastructure installed at the Premises, consistent with TESA Exhibit B (collectively, "Infrastructure"; the Vehicles, Chargers, and Infrastructure, collectively, the "System"); and (d) The license to the Customer of Provider's intellectual property rights in the fleet management software platform that supports the System (the "Platform"), subject to the license terms set forth in the TESA.
4. Premises:	The Chargers and Infrastructure will be installed and operated at, and the Vehicles will be stored at, the real property and improvements thereon (the "Premises") owned and occupied by Customer and having a street address of: 720 S. Stewart Street, Quincy, FL 32351. TESA Exhibit B includes a preliminary plan ("System Site Plan") reflecting the layout of the System on the Premises. The preliminary System Site Plan is subject to revision

	as provided in the TESA.
5. Operational Date; Anticipated Operational Date:	The date the Parties agree that the System is capable of being operated in accordance with the TESA is the "Operational Date," as further described in the TESA. The System, including all Vehicles, will be operational, as contemplated by the TESA, on the date ("Anticipated Operational Date") that is eighteen (18) months after the Effective Date.
6. Term:	(a) "Initial Term": The period beginning the Operational Date and ending on the last day of the twelfth (12th) Contract Year (defined below). (b) "Extension Term": None, unless otherwise agreed. (c) "Term" means the period beginning the Effective Date and ending on the last day of the Initial Term or of the last Extension Term, as applicable, subject to earlier termination as provided in the TESA. (d) "Contract Year" means the 12-month period in the Term beginning the Operational Date or anniversary of the Operational Date.
7. Performance Assurances:	Subject to and as further detailed in the TESA, Provider's Services are supported by the following performance assurances: Charger Uptime Guarantee. Provider guarantees that the Charger ports will be "Available" (defined in the TESA) to charge the Vehicles, measured each Contract Year based on a minimum Availability percentage, subject to agreed exclusions. Route Readiness Guarantee: Provider guarantees that each Vehicle will be sufficiently charged for its first, regular Designated Route (defined in the TESA) on each day in the VOP (defined below), subject to agreed exclusions. Service Promise: Provider agrees to promptly respond to Customer requests regarding System issues, to escalate Vehicle repair issues to appropriate parties, and to regularly evaluate System for performance matters.
8. Operating Parameters:	(a) "Annual Mileage Allowance": 10,800 miles/Vehicle/Contract Year (b) "Vehicle Operating Period" or "VOP" means: - the periods on any day Customer's school operations are in regular or summer session when Vehicles are operated on "Designated Routes" (defined in the TESA), excluding (A) at least 3 hours midday, and (B) either 6 hours at the start and end of a day or 12 hours between days; and "Planned Excursions" (defined in the TESA). (c) "Distance Limitation": 60 miles away from the Premises in any direction.
9. Provider Use of System:	As detailed in the TESA, Provider has the right to use the System outside the VOP, including to deploy the System to provide grid services (demand response and similar), charging (including charging-for-a-fee), or building electricity, so long as this Provider use does not interfere with the Services.
10. Fees; Performance-Based Credits:	(a) "Base Service Fee" means \$17,000.00 per Vehicle per Contract Year, subject to escalation beginning the second Contract Year at a rate ("Annual Escalator") equal to 3%/year, subject to adjustment as provided in the TESA. The Base Service Fee for the first Contract Year also is referred to as the "Contract Price." (b) Performance-Based Fees and Credits: "Excess Mileage Fee": \$3.00 per mile per Vehicle per Contract Year above Annual Mileage Allowance. "Time of Use Fee": \$50.00 per hour outside of VOP per Vehicle. (c) If the Charger Uptime Guarantee is not satisfied in a Contract Year, then, for each 1% below 97% that System Chargers are not Available in that Contract Year, Provider will provide "Availability Credits" to Customer equal to 1% of the aggregate Base Service Fee paid for the Contract Year. (d) If the Route Readiness Guarantee is not satisfied for a Vehicle on any day in the VOP during the Term, Provider will provide a "Downtime Credit" to Customer equal to \$100.00 per day per Vehicle. (e) The total amount of Availability Credits and Downtime Credits that accrue in a Contract Year are capped at 10% of the aggregate Base Service Fee paid for that Contract Year.
11. Regular	Provider will reimburse Customer for Repair Work (defined in the TESA), including

Maintenance Credit and Reimbursement Rates:	related Vehicle towing, all in accordance with the TESA based on the following: (a) Reimbursable Labor Rate: \$55.00 per hour for Vehicle Repair; (b) Towing Cap: \$650.00 per Vehicle per tow; (c) Parts – reimbursement at cost, subject to coordination with Provider.
12. Existing Incentives:	An “ Existing Incentive ” means any of the following: (a) EPA Clean School Bus 2023 Grant in the amount of \$395,000.00/Vehicle, \$3,160,000.00 total; (b) Incentive Tax Credits equal to 30% of the eligible costs of Chargers and Infrastructure under Section 30C of the Inflation Reduction Act of 2022; and (c) Accelerated depreciation for Vehicles and Chargers. Existing Incentives shall be paid or credited to Provider. Each Party will comply with the Existing Incentive compliance requirements applicable to such Party set forth on TESA Exhibit D .
13. Interconnection Limit:	\$55,000.00 , which covers the “Interconnection Cost” (defined in the TESA) to connect the System to an on-Premises connection point and to interconnect from that point to the local electric utility system.
14. Governing Law; Venue:	This Purchase Order and the TESA shall be governed by and construed in accordance with the domestic laws of Florida without reference to any choice of law principles. The state courts of Florida and the federal courts sitting in Tallahassee, FL, shall have exclusive jurisdiction over any action or proceeding arising under the TESA, with venue lying in Tallahassee, FL.
15. Other:	See Customer Specific Provisions on TESA Exhibit E .

<<<End of Highland Scope of Services. Signature Page follows.

To place your order using this Quotation, please fill in the following required information and sign where indicated below.

BILLING INFORMATION

Name: Gadsden County Public Schools

Address: 35 Martin Luther King Jr. Blvd.
Quincy, FL 32351

Contact: _____

Phone: _____

Email: _____

Gadsden County Public Schools

SHIPPING INFORMATION

☐ Same as Billing

Name: Gadsden County Public Schools

Address: 720 S. Stewart Street
Quincy, FL 32351

Contact: _____

Phone: _____

Email: _____

Authorized Signatory Name (PRINT)

Authorized Signatory's Signature

Title

Date

Phone

Email

Remit signed Quotation/Orders to:

HEF-P Gadsden, LLC

c/o HIGHLAND ELECTRIC FLEETS, INC.

200 Cummings Center, Suite 273D, Beverly, MA 01915

SOURCEWELLORDERS@HIGHLANDFLEETS.COM

Transportation Equipment Services Agreement

This Transportation Equipment Services Agreement (“**Agreement**”) is made as of October __, 2025 (the “**Effective Date**”) between **Gadsden County School District** (“**Customer**”) and **HEF-P Gadsden, LLC** (“**Provider**,” each of Customer and Provider, a “**Party**”).

1. **Services.** Customer retains Provider to provide Services (defined below) for **eight (8) Type C** electric school buses, described on **Exhibit A** (“**Vehicles**”), together with charging stations (“**Chargers**”) and related infrastructure and equipment, including, in Provider’s discretion, battery energy storage systems and electricity generation facilities (“**Infrastructure**,” Vehicles, Chargers, and Infrastructure, collectively, the “**System**”). The System will be located at Customer’s premises (“**Premises**”) identified in the preliminary “**System Site Plan**” attached as **Exhibit B**. The “**Services**” mean:
 - a. **Consulting Services:** Planning and incentive support for fleet electrification;
 - b. **Procurement Services:** Specification and purchase of Vehicles, Chargers, and Infrastructure;
 - c. **Installation Services:** Design, permitting, installation, and interconnection of the System;
 - d. **Training Services:** System use training for Customer staff at times mutually agreed by the Parties;
 - e. **Charge Management Services:** Charging of Vehicles, payment for charging electricity, and access to Provider’s fleet management software platform (“**Platform**”) under the Platform License (defined below); and
 - f. **Operations Services:** During the vehicle operating period (VOP, as defined below), provision of Vehicles for operation by Customer, operation and maintenance of Chargers and Infrastructure, and reimbursement to Customer for Vehicle Repair Work (defined below) performed by Customer consistent with requirements of this Agreement.
2. **Term.** This Agreement will be effective (the effective period, the “**Term**”) from the Effective Date through the end of the Initial Term and any Extension Term (such terms, as defined below), subject to earlier termination as provided herein.
 - a. “**Initial Term**” means the period of **twelve (12)** Contract Years (defined below) beginning the date the System is operational (the “**Operational Date**”), as agreed pursuant to the certificate attached as **Exhibit C** (“**Certificate**”). Customer will be deemed to have agreed to the Operational Date set forth in a Certificate signed and delivered by Provider unless Customer delivers a written objection notice to Provider no later than 5 days after delivery to Customer of the draft Certificate.
 - b. “**Extension Term**” means any Extension Term, as to which the Parties agree in writing that this Agreement should continue and be effective. For any Extension Term, the Base Service Fee (defined below) or other provisions of this Agreement may be revised, if agreed.
 - c. “**Contract Year**” is a period of a 12-months in the Term that begins on the Operational Date or an anniversary thereof.
 - d. **Anticipated Operational Date.** Provider commits that the Operational Date will occur on or before the date that is **18** months after the Effective Date (“**Anticipated Operational Date**”), subject to extension for up to one (1) year for events beyond Provider’s reasonable control, including utility delay, Force Majeure Events (defined below), and System original equipment manufacturer (“**OEM**”) delay.
 - e. **Multiple Operational Dates.** If the System includes multiple Vehicles, the System may have multiple Operational Dates. The first such Operational Date will apply for purposes of the commitment in **Section 2(d)**.
 - f. “**VOP**” means: (i) the periods on any day Customer’s school operations are in regular or summer session when Vehicles are operated on “**Designated Routes**” (defined below), excluding (A) at least 3 hours midday, and (B) either 6 hours at the start and end of a day or 12 hours between days; and (ii) Planned Excursions (defined below).
3. **Provider Performance Guarantees.**
 - a. “**Charger Uptime Guarantee**”: From and after the Operational Date, Provider guarantees that the Chargers will be Available (defined below) at least **97%** of each Contract Year (“**Availability Percentage**”), subject to Permitted Exclusions (defined below). Chargers will be “**Available**” if they are capable of being operated to charge the Vehicles. For each 1% below the Availability Percentage that the Chargers are not Available in a Contract Year, Provider will pay or provide to Customer an “**Availability Credit**” equal to 1% of the aggregate Base Service Fee paid for that Contract Year. Provider may provide redundant charging stations at the Premises and rely on the redundant charger(s) to satisfy the Charger Uptime Guarantee when Chargers are not Available.
 - b. “**Route Readiness Guarantee**”: Provider guarantees that the entire System (including Infrastructure, Chargers, and Vehicles) and the Platform will be functioning effectively so that each Vehicle is charged sufficiently its first Designated Route (defined below) on each day of the VOP, excluding events beyond Provider’s reasonable control (such as Vehicle recall) and subject to Permitted Exclusions and Customer notice. Upon discovery of a System issue, including a Route Readiness Guarantee claim, Customer shall deliver notice to Provider identifying the System issue with reasonable detail. If Provider does not remedy a System issue that triggers the Route Readiness Guarantee

within 72 hours of receiving a Customer notice, Provider will pay or provide to Customer a “**Downtime Credit**” equal to **\$100.00/day** for each day in the VOP that the Route Readiness Guarantee is not satisfied for a Vehicle.

- c. “**Service Promise**”: Provider will (i) for each identified issue with the System noticed by Customer, provide a remote response on the same days as notice delivery or the next business day for notices received after 5:00 pm (ET), (ii) manage and oversee enforcement of Vehicle manufacturer and dealer warranties and work with Customer to coordinate Vehicle repairs, including implementing reporting and other processes with Customer to support timely repairs (including weekly status reports where applicable for major repairs), and (iii) implement periodic (at least semi-annual) Customer surveys and System operations reviews.
 - d. “**Permitted Exclusions**” mean (i) grid outages, blackouts, telecommunications or Internet outage or unavailability, and similar events, (ii) Customer acts or omissions (including Customer failure to properly plug a Vehicle into an in-service Charger port; failure to adhere to Designated Routes; facility or parking area construction requiring shut off; Vehicle accidents, theft, or vandalism; failure to provide reasonable access to Vehicles), (iii) Force Majeure Events; and (iv) scheduled preventive maintenance and testing (not to exceed 40 hours per Contract Year).
 - e. **Limitation.** The total amount of Availability Credits and Downtime Credits that may accrue and be payable for any Contract Year are capped at ten percent (10%) of the aggregate Base Service Fee paid for that Contract Year. If, but for this cap, the accrued Availability Credits and Downtime Credits would exceed such 10% threshold, then a Provider Default Event (defined below) would be deemed to occur.
4. **Base Service Fee.** In consideration of the Services, on the Operational Date and each anniversary of the Operational Date during the Term, Customer will pay to Provider, an annual fee per Vehicle equal to **\$17,000.00/Vehicle** (“**Base Service Fee**”), which amount will increase by the Escalator (defined below) for each Contract Year after the first Contract Year. The “**Escalator**” means an annual rate of **3%**, but if the Consumer Price Index (“**CPI**”), for the region including the Premises changes over a Contract Year by more than 6%, up or down, then the Escalator for the ensuing Contract Year (only) will be adjusted up or down by such annual percentage increase or decrease in the CPI *minus* 6%. Also, if electric utility rates for electricity provided to the Premises increase by more than **25%** over any period of 5 consecutive Contract-Years in the Term, then the Escalator for the ensuing periods of 5 years (or fewer as applicable) in the Term will be increased by the change in the electricity rates over the 5-year measurement period multiplied by 1/3.
5. **Incentives and Tax Credits.** Provider is entitled to the benefit of, and will retain all ownership interests in Tax Attributes and Incentives, including Existing Incentives, where:
- a. “**Incentive**” means (i) a payment (such as a rebate or grant, but excluding any “make ready” funding”) paid by a utility, regional grid operator, or governmental authority based in whole or in part on the cost, size, or operation of the System or any portion thereof, (ii) “make ready” or similar interconnection related funding, payment, or rebate provided by a utility with respect to the System or its interconnection or operation, and (iii) a performance-based credit or payment, based on the production, operation, or capacity of the System or any portion thereof;
 - b. “**Tax Attribute**” means (i) any federal or state investment tax credit, production tax credit, or similar tax credit, grant, or benefit, including those credits (or direct pay benefits) under Section 30C and Section 45W of the federal tax code, or other tax benefits under federal, state, or local law with respect to the upfront costs or operation of the System, and (ii) depreciation including any bonus or accelerated depreciation with respect to the System; and
 - c. “**Existing Incentive**” means each of the following:
 - i. EPA Clean School Bus 2023 Joint Application Grant in the amount of \$395,000.00 per Vehicle, \$3,160,000.00 total (“**EPA CSB Incentive**”);
 - ii. Incentive Tax Credits equal to 30% of the eligible costs of Chargers and Infrastructure under Section 30C of the Inflation Reduction Act of 2022 (“**IRA**”); and
 - iii. Depreciation of the System.

Each Party will comply with the Incentive requirements set forth on **Exhibit D**.

6. **Platform License; Intellectual Property.**

- a. **Intellectual Property.** As between Provider and Customer, Provider retains and reserves all right, title, and interest in and to the Platform. No rights are granted to Customer in the Platform hereunder except as expressly set forth in this Agreement.
- b. **Grant of License in Platform.** Provider hereby grants to Customer a royalty-free, non-assignable, non-transferable, and non-exclusive license (“**Platform License**”) for Customer’s personnel, commencing the Operational Date and for the balance the Term, to access and use the Platform to perform its transportation operations.
- c. **Data.** Data regarding the operational state of and performance of System and Vehicle shall be the property of Provider. However, data specific to any Vehicle may only be published by Provider on an anonymized basis. Data regarding use of any Vehicle shall be made available to Customer, and is hereby licensed to, Customer to on a non-exclusive, worldwide, royalty-free basis, and may be used by Customer for its transportation operations. Data

collected by any cameras installed on any Vehicle (“**Customer Content**”) shall be the property of Customer; provided that, at the request of Provider, and subject to applicable law, Customer may provide access to Customer Content to Provider.

- d. **Use Limitations.** Customer shall not, and shall not permit any users accessing the Platform by, for, or through, Customer to: (i) copy, modify, or create derivative works of the Platform; (ii) sell, license, sublicense, assign, or otherwise transfer the Platform; (iii) reverse engineer, disassemble, decompile, decode, adapt, or otherwise attempt to derive or gain access to any software component or source code or algorithms of the Platform; (iv) circumvent security measures in the Platform; or (v) remove any proprietary notices from the Platform.

7. Vehicle and System Operation.

- a. **Operations Covenants.** Commencing the Operational Date for a Vehicle and throughout the balance of the Term, Customer will:
- i. operate each Vehicle only on its Designated Routes during the VOP and for Planned Excursions; (B) as necessary to perform Repair Work; and (C) consistent with Prudent Vehicle Practices (defined below);
 - ii. not directly or indirectly, modify, repair, move, or otherwise tamper with the Vehicle in any manner, except as necessary to perform Repair Work consistent with this Agreement;
 - iii. be responsible for (A) ensuring that appropriately trained Customer employees properly plug and unplug the Vehicles from the Chargers when not in use by Customer during the VOP; and (B) restricting access of third parties, passengers, and other unauthorized personnel to the System, except as contemplated by this Agreement;
 - iv. at its own expense (subject to Provider reimbursement obligations for Vehicle Repair Work and consistent with Provider reasonable requests), keep each Vehicle properly registered and licensed in Customer’s name;
 - v. at its own expense, keep each Vehicle insured in accordance with applicable law and this Agreement;
 - vi. ensure the Vehicle is driven only by properly licensed and trained personnel (each, a “**Driver**”);
 - vii. be responsible for the safe loading, supervision, and transportation of passengers with respect to Vehicles;
 - viii. not operate the Vehicle for more than **10,800** miles in a Contract Year (“**Annual Mileage Allowance**”);
 - ix. not operate a Vehicle on a route that extends more than **60** miles away from the Premises in any direction, unless Customer and Provider have agreed in advance on how the Vehicles will be charged during such operation so that the state of charge on the Vehicle is never below 10%;
 - x. use reasonable efforts, in collaboration with Provider, to support charge management, including moving a Vehicle to plug into an in service Charger port, including a redundant charging station port;
 - xi. not transfer, sublease, or assign the Vehicle, or permit any person, except Drivers or Provider- or OEM-authorized agents in connection with Repair Work, to drive the Vehicles.

Except for Customer’s operation of the Vehicles and use of and access to the System in accordance with the above operating parameters, Provider shall have charge over, and control of, the System.

- b. **Time of Use Fee.** Customer will pay Provider a “**Time of Use Fee**” equal to **\$3.00/hour** for each hour outside of the VOP that Customer or its agent fails to plug a Vehicle into a Charger.
- c. **Excess Mileage Fee.** Customer will pay Provider an “**Excess Mileage Fee**” equal to **\$50.00/mile** for each mile a Vehicle is operated in excess of 2x the Annual Mileage Allowance over a period of 2 consecutive Contract Years. To avoid Excess Mileage Fees, Customer will rotate Vehicle routes year-over-year so that the average annual mileage of a Vehicle measured over two consecutive Contract Years does not exceed the Annual Mileage Allowance.
- d. **Route Planning.** Prior to the Anticipated Operational Date, and prior to each anniversary of the Operational Date, the Provider and Customer will meet to determine the regular routes and schedule for each Vehicle within the VOP (each a “**Designated Route**”) based on which Customer will operate the Vehicle during the ensuing Contract Year. Customer will follow Provider’s reasonable route-planning guidance to ensure the safe operation of the Vehicles. Subject to the foregoing, by 48 hours’ advance written notice to Provider, Customer may update the Designated Route for a Vehicle.
- e. A “**Planned Excursion**” means operation of a Vehicle by Customer other than to serve a Designated Route for such Vehicle that (i) is a single trip out and back to the Premises; (ii) is for transportation of passengers and Customer personnel for extraordinary activities; (iii) Customer provides Provider with at least 48 hours’ advance written notice of such planned Vehicle use, identifying total anticipated mileage, time of day, and day of week details; and (iv) both the timing and mileage of the proposed trip allow for charging the Vehicle for its Designated Routes.
- f. “**Prudent Vehicle Practices**” means those practices and processes in connection with Vehicle charging, operation, and repair that: (i) are consistent with electric vehicle industry and school bus industry best practices, (ii) comply with applicable OEM recommendations and requirements; (iii) conform to the requirements necessary to preserve the OEM Vehicle warranty; and (iv) comply with all applicable federal, state, and local laws and requirements.

- g. **Provider Use of the System.** Subject in all cases to its obligations to provide the Services to Customer, including to make the Vehicles available during the VOP, including for Planned Excursions, Provider may use the System to participate in, among other things, utility demand response and vehicle-to-grid dispatch programs, ISO-level frequency regulation and other wholesale market dispatch, and grid services activities, at its sole discretion (“**Grid Services**”). Throughout the Term, the Provider shall have access to the Platform and, without limitation, will use the Platform to access and analyze Vehicle and Charger operational data, Vehicle state of charge, faults, maintenance status, Vehicle location (GPS), Vehicle speed, and Charger electricity use. Provider has the right: (i) to install at the Premises or on any System component, use, operate, repair, replace, and remove equipment (collectively, “**Provider Equipment**”) that may be included as part of, that is related to, or that may serve any Vehicle or any other component of the System; and (ii) to install at the Premises or on or within a Vehicle or other System component, use, operate, maintain, repair, replace, and remove any storage container, vault, or other facility (each, a “**Storage Facility**”) that may be used to store Provider equipment, tools, or materials used or useful in providing Services or for electric vehicle, charger, or related parts, infrastructure components or material. The Provider Equipment and any Storage Facility may also be referred to collectively as “**Provider Facilities.**” The Provider’s rights with respect to Provider Facilities are expressly conditioned on the use, operation, maintenance, repair, replacement, or removal thereof: (1) complying with applicable law and, as applicable, Prudent Vehicle Practices, and (2) supporting and not interfering with, or inhibiting, the provision of Services and the use of the System by the Customer contemplated by this Agreement. Provider is permitted by this provision to install, operate, repair, replace, and remove from any Vehicle, enhanced telematics, air quality monitors, and Wi-Fi hotspots. Provider shall own and shall bear all risk of loss (excluding Customer-caused damage) and benefit from Provider Facilities and shall maintain Provider Facilities in good condition, reasonable wear and tear excepted. To the extent Provider removes the System from the Premises at the end of the Term or otherwise, unless otherwise agreed by Customer, Provider also shall remove all Provider Facilities from the Premises.

8. Maintenance.

- a. **System Maintenance Generally.** Provider is responsible for all operation and maintenance, and related costs, for the Infrastructure and Chargers. Subject to Provider’s reimbursement obligations for Repair Work described in this **Section 8**, Customer is responsible for all inspection, maintenance, and repair of the Vehicles in accordance with this Agreement.
- b. **Vehicle Maintenance and Reimbursement.**
- i. **Reimbursable Repair Work.** Subject to Provider’s reimbursement obligations, Customer shall perform, permit Provider to perform, or cause a qualified vehicle service provider to perform, all inspections, maintenance, and repairs of each Vehicle consistent with the requirements of this Agreement (“**Repair Work**”). Customer shall self-perform all Repair Work, except those Repair Work items that Customer personnel is not qualified to perform or that require service at a third-party facility. Repair Work shall be performed in accordance with applicable Prudent Vehicle Practices. For the avoidance of doubt, Customer assumes all responsibility for the operation of each Vehicle before, during and after any Repair Work for such Vehicle. Based on timely completion of monthly Repair Work reporting by Customer, Provider shall reimburse Customer for Repair Work and parts performed by, or paid for by, Customer as follows: at a rate of **\$55.00/hour** for each labor hour of Repair Work, whether performed by Customer personnel or outside personnel subject to any SRT (defined below), and reimbursement for parts required to perform Repair Work at Customer’s reasonable cost. Provider’s reimbursement for a part required to perform Repair Work shall be at the lowest of: the Customer’s cost for the part, the applicable manufacturer suggested retail price for the part, or the price for the part reasonably available from Provider or a Provider-designated supplier.
 - ii. **Standard Repair Time.** From time to time during the Term, Provider may deliver to Customer a written listing of standard repair times (“**SRT**”) for standard Repair Work based on OEM recommendations, Prudent Vehicle Practices, or Provider’s demonstrated experience with such repairs, and Customer shall use reasonable efforts to perform Repair Work consistent with the applicable SRT. Provider shall have no obligation to reimburse Customer for Repair Work in excess of the applicable SRT.
 - iii. **OEM Warranty.** If any OEM Vehicle warranty (“**OEM Warranty**”) applies to or would cover any Repair Work subject to reimbursement under this Agreement, then to the extent necessary in Provider’s discretion, Provider may enforce rights under the applicable OEM Warranty for the purpose of securing OEM coverage of the applicable Repair Work under such OEM Warranty. Provider shall have the sole right to pursue any claims under OEM Warranties and such other warranties as may apply to the Vehicles. To the extent any Repair Work is covered by an OEM Warranty, Customer shall perform or shall cause to be performed, such Repair Work consistent with the requirements applicable to the relevant OEM Warranty and Customer shall be responsible for any Customer acts or failures that cause an OEM Warranty to be violated or not timely fulfilled. To the extent an OEM pays for Repair Work, including parts, under an OEM Warranty, including through paying or reimbursing

Customer for such Repair Work or by paying a third-party service provider for the Repair Work, then Provider shall have no obligation to reimburse the Customer for such Repair Work.

- iv. *Towing.* To the extent that, other than due to Customer-caused damage, as required by Prudent Vehicle Practices, any Vehicle must be towed to the Premises or to the location of a third-party Vehicle repair service provider, if the Customer is not capable (under Prudent Vehicle Practices) to perform the required repairs, then Provider shall pay for, or shall reimburse Customer for, the cost of such tow, up to a maximum amount per tow equal to **\$650.00** ("**Towing Cap**"). Customer shall be responsible for arranging and paying for any Vehicle tow due to Customer-caused damage or Customer's failure to operate a Vehicle or other System component as required by this Agreement.
- v. *Inspections.* Each Contract Year during the Term, as part of its obligation to perform Repair Work for Vehicles, Customer shall submit each Vehicle for Inspections (defined below) and shall perform preventative maintenance and repairs on such Vehicle in accordance with Prudent Vehicle Practices and as otherwise may be required to enable such Vehicle to successfully pass or satisfy all applicable Inspection criteria. Upon satisfactorily passing any Inspection, Customer will deliver to Provider documentary proof thereof. The SRT for annual preventative Repair Work and Inspections generally should not exceed 15 hours. "**Inspections**" means such inspections required by Prudent Vehicle Practices to maintain Vehicle operability.
- vi. *Reporting.* No later than the fifteenth day of any calendar month after the Operational Date, Customer will deliver to Provider a written report, in form mutually agreed by Customer and Provider, detailing the Repair Work performed by or at the request of Customer for which Customer seeks reimbursement under this Agreement or for Customer-Caused Repairs (defined below), including the nature or cause of the Repair Work, the date(s) the Repair Work was performed, the number of labor hours expended on such Repair Work, the person(s) performing the Repair Work, the parts procured and used to perform the Repair Work, and the documented cost of such parts. Customer will provide Provider access to maintenance records, labor time, and required parts receipts and specifications for each Vehicle and will collaborate with Provider as to the timing, location, and substance of Repair Work.
- vii. *Customer-Caused Repairs.* Customer shall bear the cost of any service, inspection, or repairs for a Vehicle (collectively, "**Customer-Caused Repairs**") resulting from (i) damage to a Vehicle or the System caused by Customer, its agents, employees, contractors, Drivers, or passengers, (ii) Customer's use of the any Vehicle, or any other action or inaction of the Customer, that voids the OEM Warranty for such Vehicle or is outside of the Prudent Vehicle Practices, or (iii) Customer's failure to timely perform or cause to be timely performed any Repair Work. Provider shall have no obligation to reimburse Customer for Customer-Caused Repairs. Further, Provider may delay reimbursement of any Repair Work until all relevant data, including OEM Warranty data and clarification as to whether the work covered by the report is a Customer-Caused Repair, is provided by Customer.
- viii. *Provider Support. Parts and Warranty Management Strategy.* Provider shall advise Customer regarding broader electric fleet management, maintenance, and repair strategy, and coordinate maintenance, repair, and related service escalations with Customer's third-party servicers, including facilitating OEM warranty enforcement.

9. System Site Plan; Premises.

- a. *System Site Plan.* Provider may propose adjustments to the design, equipment, or layout of the System at the Premises or any on-site installation schedule so that the preliminary System Site Plan attached as **Exhibit B** is no longer materially accurate. Prior to implementing any such change, Provider shall deliver to Customer an updated plan for the System at the Premises. Customer shall have ten (10) days after receipt of any design update to (i) approve or disapprove such updated design and (ii) notify Provider of any site conditions or technical, electrical, or structural impediments known to Customer which could reasonably be anticipated to prevent, delay or add cost to the System installation. Customer's failure to respond within such ten (10) day period shall be deemed approval of such updated System design. If Customer disapproves an updated design of the System at the Premises, Provider shall use commercially reasonable efforts to modify the design and resubmit it for Customer's approval. Any updated System design at the Premises that is agreed by Customer and Provider shall be deemed the "**System Site Plan**" hereunder and shall replace and supersede any prior System Site Plan. If any design modifications requested by Customer render the System or any component thereof non-viable or require additional expense by Provider, in Provider's reasonable judgment, Provider may terminate this Agreement by providing thirty (30) days' prior written notice to Customer, in which case neither Party shall be liable for any damages in connection with such termination. Provider may, at its discretion, upon written notice to Customer, swap any System component for a functionally equivalent System component and may add additional Chargers and Infrastructure at the Premises within the area(s) on the System Site Plan designated for stationary System equipment, at no additional cost to Customer. Provider shall have no obligation to obtain Customer approval of immaterial changes to the System Site Plan; provided, that, within thirty (30) days after completion of all Installation Services, Provider will deliver to Customer a final, as-built

System Site Plan, reflecting the as-installed System with all such immaterial changes.

- b. Conditions Precedent.** If any Condition Precedent (defined below) is not timely satisfied, then, for thirty (30) days following written notice from Provider to Customer delivered within sixty (60) days after the failure of such Condition Precedent, the Parties shall attempt to negotiate an adjustment to the Base Service Fee applicable as of the Operational Date or, if later, applicable as of the date such Condition Precedent is not satisfied. After such thirty (30) day negotiation period, either Party that participates in such negotiations in good faith may terminate this Agreement by providing ten (10) days' prior written notice to the other Party, provided that this Agreement shall not terminate if, prior to the expiration of such 10-day period, the Provider withdraws its negotiation request in writing. Neither Party shall be liable for any damages in connection with such termination. The following conditions (each a "**Condition Precedent**") shall be satisfied:
- i. The total cost payable by Provider, after any make-ready or similar interconnection-related Existing Incentive, to connect the System to an on-Premises connection point and to interconnect from that point to the local electric utility system, including fees and reimbursements payable to the local electric utility, and the cost of electrical equipment, materials, and labor ("**Interconnection Cost**") shall not exceed **\$55,000.00**
 - ii. Provider shall have no obligation to provide a payment or performance bond or pay prevailing wages;
 - iii. Each permit, license, approval, authorization, service agreement, or similar permission or agreement (each, an "**Approval**") from a federal, state, or local government authority, agency, department, commission, board, instrumentality, official, court, or tribunal that has jurisdiction (a "**Governmental Authority**") or utility that is required pursuant to applicable law, applicable code (including building, electrical, or similar), or in the reasonable judgment of the Provider to install, interconnect, start-up, or operate the System at the Premises shall have been secured for the System, on a timely basis and without any condition or requirement that a change should be made to the System or the System Site Plan attached as **Exhibit B**;
 - iv. All applicable Existing Incentives for the System shall have been timely secured and received by Provider;
 - v. Unforeseeable sitework at the Premises shall not be required to complete the Installation Services; and
 - vi. Customer has not provided inaccurate or incomplete information concerning the Premises or made requests for changes to the System, its location, or related facilities on the Premises that, in either case, increase the cost to Provider to perform Installation Services or extend the schedule for performance of Installation Services.
- c. Access Rights.** Customer represents and warrants that, as of the Effective Date, Customer occupies, uses, and controls the Premises (through fee title ownership, easement rights, lease, or similar) and Customer represents that, throughout the Term, Customer will control, use, and occupy the Premises in substantially the same manner as Customer's use and occupancy as of the Effective Date. Customer, as owner of the Premises, or with full permission from the owner of the Premises (the "**Landowner**"), if other than Customer, hereby grants to Provider and to Provider's agents, employees, contractors, subcontractors, and the utility serving the Premises a non-exclusive, royalty free, license running with the Premises (the "**Non-Exclusive License**") for access to, on, over, under and across such Premises from the Effective Date until the date that is ninety (90) days following the date of expiration or earlier termination of the Term (the "**License Term**"), for the purposes of performing the Services and all of Provider's obligations and enforcing all of Provider's rights set forth in this Agreement and otherwise as required by Provider in order to effectuate the purposes of this Agreement, including performing due diligence of the Premises. In addition, Customer, as the owner of the Premises, or with full permission from the Landowner, hereby grants to Provider an exclusive, sub-licensable license running with the Premises during the License Term (the "**Exclusive License**," and together with the Non-Exclusive License, the "**Licenses**") for the sole purposes of installation, operation, use, repair, and removal of the Vehicles, Chargers, Infrastructure, and any Provider Facilities on the Premises. To the extent Customer does not own the Premises, Customer will use commercially reasonable efforts to secure from the Landowner of such Premises, written consent to the Licenses and contemplated uses associated with the Licenses prior to the initiation of Installation Services at the Premises. In connection with the access rights under the Licenses, and to ensure prompt performance of repairs, emergency response, and to mitigate risk of property losses associated with the System, Customer shall provide to Provider and its agents 24/7 access to the Premises (including provision of keys or gate pass codes).
- d. End of Term; Removal.** The Parties agree to meet at least one (1) year prior the end of the Initial Term or, as applicable, the Extension Term or as soon as practicable upon the earlier termination of this Agreement in order to discuss the use of the components of the System in connection with Customer's future transit plans. Customer will endeavor to use such System components in connection with any future electrical vehicle operations, to the extent practicable and upon agreement to a reasonable purchase or lease arrangement with Provider, but in no event shall Customer or Provider be obligated to enter into any such arrangement. Unless such arrangement is entered into, during the 90-day period following the last day of the Initial Term or, as applicable, the Extension Term, (i) Customer shall take all such action as reasonably necessary to repair, clean, and restore the Vehicles included in the System consistent with Prudent Vehicle Practices so that such Vehicles are fully operational and in a good state of repair, reasonable wear and tear excepted; and (ii) Provider shall, at its expense and in a reasonably diligent manner,

- (A) decommission and remove from the Premises all above-ground property comprising the System and Provider Facilities, and (B) return to substantially original condition (excluding ordinary wear and tear) any portion of the Premises that was impacted by the above-ground components of the System or any Provider Facilities and System decommissioning. Customer must provide access, space, and cooperation as reasonably necessary to facilitate System decommissioning and any removal of the above-ground components of the System or any Provider Facilities. If Provider fails to remove or commence substantial efforts to remove the Chargers, Infrastructure, and any Provider Facilities as required by this provision, Customer may, at its option, remove such Chargers, Infrastructure, and Provider Facilities to a public warehouse and restore the Premises to its original condition (other than ordinary wear and tear) at Provider's cost.
- e. **Environmental.** Customer represents that there are no Hazardous Substances (defined below) present on, in or under the Premises in violation of any applicable law. Customer shall not introduce, store, discharge, manage or use any Hazardous Substances on, in or under the Premises in violation of any applicable laws, legal requirements, or Provider's maintenance obligations. In the event of the discovery of Hazardous Substances on, in or under the Premises, Customer shall comply with all applicable laws relating thereto. In no event shall Provider be responsible for Hazardous Substances on or migrating from the Premises arising from or related to acts or omissions that were not caused by Provider. The provisions of this **Section 9(e)** shall survive the termination or expiration of this Agreement. Each Party shall promptly notify the other Party if it becomes aware of any Hazardous Substance on or about the Premises generally or any deposit, spill or release of any Hazardous Substance. "**Hazardous Substance**" means any chemical, waste, or substance (a) that now or hereafter becomes defined as or included in the definition of "hazardous substances," "hazardous wastes," "hazardous materials," "extremely hazardous wastes," "restricted hazardous wastes," "toxic substances," "toxic pollutants," "pollution," "pollutants," "regulated substances," or words of similar import under laws pertaining to environment, health, safety or welfare, (b) that is declared to be hazardous, toxic, or polluting by a Governmental Authority, (c) exposure to which is now or hereafter prohibited, limited or regulated by a Governmental Authority, (d) the storage, use, handling, disposal or release of which is restricted or regulated by a Governmental Authority, or (e) for which remediation or cleanup is required by a Governmental Authority.
10. **Ownership and Risk of Loss.** As between Provider and Customer, Provider (including, for this purpose, a Provider affiliate or Financing Party (defined below)) shall be the legal and beneficial owner of the System, and the System will remain the personal property of Provider (or its affiliate or Financing Party) and no part of the System will attach to or be deemed a part of, or fixture to, the Premises. Risk of loss of the System, including the Vehicles (only while parked), Chargers, and Infrastructure shall be borne by Provider. Customer shall own and bear risk of loss and liability associated with cameras installed on the Vehicles (if provided on **Exhibit A**) and shall bear risk of loss associated with driving of the Vehicles by Customer, including for acts or failures of its Drivers or others under control of Customer, and for passengers.
11. **Insurance.** During the Term, the Parties shall comply with the insurance provisions below.
- a. **Insurance – Customer** Subject to update depending on Premises location. Customer shall maintain or ensure the following is maintained (i) commercial general liability insurance with coverage of at least \$1,000,000 per occurrence and \$2,000,000 general aggregate; (ii) automobile liability insurance and physical damage covering all Vehicles with coverage of at least \$1,000,000 combined single limit per occurrence and \$2,000,000 general aggregate, including collision coverage on a replacement cost basis; (iii) umbrella form excess liability insurance in excess of the limits provided by the commercial general liability and automobile policies with limits of at least \$5,000,000 per occurrence; (iv) employer's liability insurance with coverage of at least \$1,000,000; and (v) workers' compensation insurance as required by law. Provider, its parent, its subsidiaries, and its affiliates shall be named as a loss payee on Customer's property insurance policy and as additional insureds on all other insurance required by this **Section 11**, other than employer liability and workers compensation insurance. Each of the foregoing Customer insurance policies shall include a waiver of subrogation in favor of Provider, its parent, its subsidiaries, and its affiliates and the coverage under each Customer policy shall be "primary coverage" for the protection of Customer and Provider, as additional insured or loss payee, notwithstanding any other coverage carried by Customer or Provider protecting against similar risks.. Customer shall assure that each Driver is covered under the Customer's liability and employer/ workers compensation insurance policies. If the minimum financial responsibility applicable to Customer as operator of the Vehicles, whether imposed by applicable law or by Governmental Authority, exceeds the Customer insurance minimums in this Agreement, Customer must obtain and maintain the insurance at such higher, required levels.
- b. **Insurance – Provider.** Provider shall maintain (or have maintained on its behalf) the following insurance policies, covering the activities of Provider under this Agreement: (i) property insurance for the Vehicles while parked (i.e. comprehensive auto coverage), the Infrastructure, and the Chargers; (ii) commercial general liability insurance with

coverage of at least \$1,000,000 combined single limit per occurrence and \$2,000,000 annual aggregate; (iii) umbrella form excess liability insurance in excess of the limits provided by the commercial general liability policy with limits of at least \$5,000,000 per occurrence and annual aggregate; (iv) employer's liability insurance with coverage of at least \$1,000,000; and (v) workers' compensation insurance as required by law. Provider's insurance will not be called upon to respond to or cover Customer's negligence or willful misconduct.

- c. **Additional Requirements of Customer and Provider.** Customer, its Drivers, and its agents will cooperate with Provider and any of Customer's or Provider's insurance carriers in the investigation, defense, and prosecution of all claims or suits arising from the use or operation of any Vehicle. If any claim is made or any action is commenced for death, personal injury, or property damage resulting from the ownership, maintenance, use or operation of any Vehicle; each Party will promptly notify the other Party of such action or claim and will forward to the other Party a copy of every demand, notice, summons, or other process received.
- d. **Damage to or Destruction of System.** Customer shall notify Provider immediately of any insurable claims (e.g., damage, destruction) affecting the System of which Customer becomes aware. If the System is substantially damaged or destroyed, other than due to a Default Event (defined below) by Provider, Provider will have the right, exercisable upon written notice to Customer, to terminate this Agreement or to repair and restore the System and, if applicable, receive from Customer the proceeds of any insurance maintained by Customer that cover the loss relating to such System damage or destruction. Subject to the preceding sentence, insurance proceeds shall be applied to prompt repair, restoration, or replacement of the applicable System components. If Provider elects to repair and restore the System, the Parties will work in good faith to promptly agree on a scope of work and schedule for repair and restoration work and, as applicable, and adjustments to the Term and Base Service Fee. Each Party shall be responsible for any insurance deductibles, except in the case of claims resulting from the other Party's negligence or breach of this Agreement, in which case such other Party shall be responsible for payment of the insured Party's deductible for any responding insurance. In the event such proceeds are insufficient to accomplish such repair, restoration or replacement due to Customer's failure to comply with the terms of the applicable insurance policies or with this Agreement, Customer shall be financially responsible for any additional funds required to complete the necessary work.

12. **Default, Remedies and Damages.**

- a. **Default.** Any Party that fails to perform its responsibilities as listed below or experiences any of the circumstances listed below is deemed a "**Defaulting Party**," the other Party is the "**Non-Defaulting Party**" and each of the following is a "**Default Event**":
 - i. failure of a Party to pay any amount due and payable under this Agreement, other than an amount that is subject to a good faith dispute, within ten (10) days following receipt of written notice from the Non-Defaulting Party of such failure to pay ("**Payment Default**");
 - ii. failure of a Party to perform any material obligation under this Agreement or other provision of this Agreement not addressed elsewhere in this Section 12 within ninety (90) days following receipt of written notice from the Non-Defaulting Party demanding such cure; provided, that if the Default Event cannot reasonably be cured within ninety (90) days and the Defaulting Party has demonstrated prior to the end of that period that it is diligently pursuing such cure, the cure period will be extended for a further reasonable period of time, not to exceed one hundred eighty (180) days;
 - iii. any representation or warranty given by a Party under this Agreement, was incorrect in any material respect when made and is not cured within sixty (60) days following receipt of written notice from the Non-Defaulting Party demanding such cure;
 - iv. a Party becomes insolvent or is a party to a bankruptcy, reorganization, insolvency, liquidation, receivership, dissolution, winding-up or relief of debtors, or any general assignment for the benefit of creditors or other similar arrangement or any event occurs or proceedings are taken in any jurisdiction with respect to the Party which has a similar effect (or, if any such actions are initiated by a third party, such action(s) is (are) not dismissed within sixty (60) days); or
 - v. in the case of Customer as the Defaulting Party only, Customer (A) loses its rights to access, operate, maintain, repair, or otherwise use any Vehicle under this Agreement whether at the Premises or otherwise, (B) loses its rights to access, use, occupy, and enjoy the Premises; or (C) prevents Provider from performing any material obligation under this Agreement with respect to this Agreement unless such action by Customer (I) is permitted under this Agreement, or (II) is cured within ten (10) days after written notice thereof from Provider.
- b. **Remedies.**
 - i. Upon the occurrence and during the continuation of a Default Event by Customer, including a Payment Default, Provider may suspend performance of its obligations under this Agreement until the earlier to occur of (A) the date that Customer cures the Default Event in full, or (B) termination of this Agreement. Provider's rights

under this **Section 12(b)** are in addition to any other remedies available to it under this Agreement, at law, or in equity.

- ii. Upon the occurrence and during the continuation of a Default Event, the Non-Defaulting Party may terminate this Agreement, by providing five (5) days' prior written notice to the Defaulting Party.
- iii. Upon a termination of this Agreement due to a Default Event by Customer, Customer shall pay to Provider, as a reasonable estimate of Provider's damages, and not as a penalty, a termination payment in accordance with **Exhibit A**. In addition, upon termination of this Agreement due to a Default Event, and subject to **Section 13**, the Non-Defaulting Party may exercise any other remedy available at law or equity or under this Agreement, including recovery of all reasonably foreseeable damages.

13. Hold Harmless and Limitations of Liability.

- a. **General.** Each Party (the "**Covering Party**") shall defend, and hold harmless the other Party, its affiliates, and their respective officers, agents and employees (collectively, the "**Covered Parties**"), from and against any loss, damage, expense, liability and other claims, including court costs and reasonable attorneys' fees (collectively, "**Liabilities**") resulting from any Claim (as defined below) relating to a breach by the Covering Party of its obligations under this Agreement, or injury to or death of persons, and damage to or loss of property, to the extent caused by or arising out of the negligent acts or omissions of, or the willful misconduct of, the Covering Party (or its contractors, agents, or employees) in connection with this Agreement; provided, that nothing herein will require the Covering Party to cover the Covered Parties for any Liabilities to the extent caused by or arising out of the negligent acts or omissions of, or the willful misconduct of, the Covered Party. Such indemnification shall only be to the extent permissible by Florida Law. Nothing in this provision shall waive any defense of sovereign immunity, or increase the limits of liability against the Customer as set out under the laws of Florida.
- b. **Notice and Participation in Third Party Claims.** The Covered Party shall give the Covering Party written notice with respect to any Liability asserted by a third party (a "**Claim**"), as soon as possible upon the receipt of information of any possible Claim or of the commencement of such Claim. The Covering Party may assume the defense of any Claim, at its sole cost and expense, with counsel designated by the Covering Party and reasonably satisfactory to the Covered Party. The Covered Party may, however, select separate counsel if both Parties are defendants in the Claim and such defense or other form of participation is not reasonably available to the Covering Party. The Covering Party shall pay the reasonable attorneys' fees incurred by such separate counsel until such time as the need for separate counsel expires. The Covered Party may also, at the sole cost and expense of the Covering Party, assume the defense of any Claim if the Covering Party fails to assume the defense of the Claim within a reasonable time. Neither Party may settle any Claim covered by this **Section 13** unless it has obtained the prior written consent of the other Party, which consent shall not be unreasonably withheld or delayed. The Covering Party has no liability under this **Section 13** for any Claim for which such notice is not provided if the failure to give notice prejudices the Covering Party.
- c. **Limitations of Liability.**
 - i. Except with respect to Claims and claims concerning Hazardous Substances pursuant to this **Section 13**, neither Party nor its directors, officers, shareholders, partners, members, managers, agents, employees, subcontractors, or suppliers will be liable for any special, punitive, exemplary, indirect, or consequential damages, whether foreseeable or not, arising out of, or in connection with, this Agreement; provided, that the foregoing limitations shall not apply to: (a) liabilities arising from fraud, gross negligence, or willful misconduct by a Party; or (b) losses and liabilities arising with respect to the clawback or recapture of any Incentive awards which, for the avoidance of doubt, shall constitute direct damages under this Agreement. Any amount incurred by Provider upon Default Event by Customer to prepay any debt incurred by Provider to finance any Vehicle or other System asset pursuant to this Agreement shall be Provider's direct damages.
 - ii. Except with respect to of Claims and claims concerning Hazardous Substances pursuant to this **Section 13**, Provider's aggregate liability under this Agreement arising out of or in connection with the performance or non-performance hereof cannot exceed the payments made by Customer to Provider in the immediate two (2) years during the Term prior to the related Claim. The provisions of this **Section 13** will apply whether such liability arises in contract, tort, strict liability, or otherwise.
- d. **EXCLUSIVE REMEDIES.** TO THE EXTENT THAT THIS AGREEMENT SETS FORTH SPECIFIC REMEDIES FOR ANY CLAIM OR LIABILITY, AND SUCH REMEDIES ARE EXPRESSLY STATED TO BE EXCLUSIVE REMEDIES, SUCH REMEDIES ARE THE AFFECTED PARTY'S SOLE AND EXCLUSIVE REMEDIES FOR SUCH CLAIM OR LIABILITY, WHETHER ARISING IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY OR OTHERWISE.
- e. **Comparative Negligence.** Where negligence is determined to have been joint, contributory, or concurrent, each Party shall bear the proportionate cost of any Liability.

14. Force Majeure. If either Party is unable to timely perform any of its obligations (other than payment obligations) under this Agreement in whole or in part due to a Force Majeure Event, that Party will be excused from performing such obligations for the duration of the time that such Party remains affected by the Force Majeure Event; provided, that such Party uses commercially reasonable efforts to mitigate the impact of the Force Majeure Event and resumes performance of its affected obligations as soon as reasonably practical. The Party affected by the Force Majeure Event shall notify the other Party as soon as reasonably practical after the affected Party becomes aware that it is or will be affected by a Force Majeure Event. If the Force Majeure Event occurs during the Term and impacts the ability of Provider to provide Services to Customer, the Term will be extended by a day for each day delivery is suspended due to the Force Majeure Event. A “**Force Majeure Event**” means any event or circumstance beyond the reasonable control of and without the fault or negligence of the claiming Party which prevents or precludes the performance by the claiming Party of its obligations under this Agreement (other than payment) and which, subject to the foregoing, may include an event or circumstance due to: an act of god; war (declared or undeclared); sabotage; cyberattack attack; piracy; civil unrest or disturbance; fire; earthquake; abnormal weather condition or actions of the elements; epidemic or pandemic; animals; the failure to act on the part of any Governmental Authority (including, without limitation, delays in permitting not caused by actions or omissions of the Party seeking such permit); unavailability of electricity from the utility grid and material delays in utility work associated with interconnecting to the grid and distribution of electricity to and from the applicable Premises; and failure or unavailability of equipment or supplies outside of Provider’s control or due to a Force Majeure Event.

15. Assignment and Financing.

a. Assignment.

- i. Subject to the remainder of this Section 15(a), this Agreement may not be assigned in whole or in part by either Party without the prior written consent of the other Party, which consent may not be unreasonably withheld, conditioned, or delayed. Customer may not withhold consent to an assignment proposed by Provider where the proposed assignee, itself or in conjunction with its affiliates and contractors, has the financial capability necessary to meet Provider’s obligations under this Agreement, provided that the proposed assignee shall not be required to have financial capability or experience greater than that of Provider immediately prior to such assignment.
- ii. Notwithstanding Section 15(a)(i), Provider may, without the prior written consent of Customer, assign, mortgage, pledge or otherwise directly or indirectly assign its interests in this Agreement to (A) any Financing Party (as defined in Section 15(b)), (B) any entity through which Provider is obtaining financing from a Financing Party, (C) any affiliate of Provider, including any related titling trust, or any person succeeding to all or substantially all of the assets comprising any System, or (D) a third party financial owner of a System, provided that Provider or its asset management affiliate remains the asset manager of the applicable System. Provider shall not be released from liability hereunder as a result of an assignment under subsections (C) or (D) hereof unless the assignee assumes Provider’s obligations hereunder by binding written instrument. The rights of Provider under this Section 15(a)(ii) do not include the right to impose a lien or other encumbrance on the real property of Customer.

- b. Financing.** The Parties acknowledge that Provider may obtain debt or equity financing or other credit support from lenders, investors or other third parties (each, a “**Financing Party**”) in connection with the installation, construction, ownership, and repair of a System, and, as a result thereof, may grant a lien on or security interest in all or any part of the System and its rights under this Agreement (including any rights to payment of amounts hereunder). Customer acknowledges that a Financing Party may possess an ownership or security interest in the System, or component thereof, and in Provider’s right to proceeds, rental and other payments under this Agreement. Provider’s rights under this Agreement are subject and subordinate to the rights of the Financing Party under the documents evidencing Provider’s obligations to Financing Party. In furtherance of Provider’s financing arrangements and in addition to any other rights or entitlements of Provider under this Agreement, Customer shall deliver to Provider reasonable evidence of Customer’s authority to enter into and perform this Agreement (for example, a copy of the authenticated, final approving resolution of the Customer’s governing body) and Customer shall timely execute any consents to assignment (which may include notice, cure, attornment and step-in rights) or estoppels and negotiate any amendments to this Agreement that may be reasonably requested by Provider or the Financing Parties; provided, that such estoppels, consents to assignment, or amendments do not alter the fundamental economic terms of this Agreement or interfere with Customer’s use of the System under this Agreement in accordance with this Agreement. Provider agrees to reimburse Customer for its expenses for any such estoppel or consent to assignment related to a financing transaction, not to exceed five thousand dollars (\$5,000). The Parties expressly agree that Financing Party is and shall be a third-party beneficiary under this Section 15.

- c. **Lender Step-In Right.** Customer acknowledges and agrees that upon written notice from a Financing Party, Customer will make all payments due to Provider identified by the Financing Party or under this Agreement, as a whole, directly to such Financing Party, and no such notice shall (1) constitute a Default Event under this Agreement, (2) impose on Financing Party any obligation to perform any of Provider's obligations under this Agreement, or (3) modify, alter or otherwise impact any rights of Customer or obligations of Provider under this Agreement. Customer hereby expressly grants Financing Party the right and/or license to access the Premises under this Agreement at reasonable times and upon reasonable notice to (i) inspect the System, and (ii) remove any or all of the System, solely in the case of any event that results in a termination or expiration of the Agreement, pursuant and subject to the terms hereof. Customer will have no liability to Provider resulting from Customer's compliance with any notice provided by Financing Party under this Section 15. Customer agrees that Customer will not pay more than one month's, or any other recurring period hereunder, advance for any recurring amounts due under this Agreement without the consent of the Financing Party identified as having an interest in the System.

16. Confidentiality; Publicity.

- a. **Confidential Information.** To the maximum extent permitted by applicable law, including any freedom of information or right to know law applicable to Customer (the "**Right to Know Act**"), if either Party provides confidential information ("**Confidential Information**") to the other or, if in the course of performing under this Agreement or negotiating this Agreement a Party learns Confidential Information of the other Party, the receiving or learning Party shall (i) protect the Confidential Information from disclosure to third parties and (ii) refrain from using such Confidential Information, except in the negotiation, performance, enforcement and, in the case of Provider, financing, of this Agreement. The terms of this Agreement (but not the fact of its execution or existence) are considered Confidential Information of each Party. Confidential Information does not include any information that (A) becomes publicly available other than through breach of this Agreement, (B) is required to be disclosed under applicable law, (C) is independently developed by the receiving Party, (D) is required to be disclosed by a Party that is a Governmental Authority subject to the Right to Know Act or similar applicable law, or (E) becomes available to the receiving Party without restriction from a third party under no obligation of confidentiality.
- b. **Goodwill and Publicity.** Neither Party may (i) make any public announcement of the specific terms of this Agreement (except for filings or other statements or releases as may be required by applicable law), or (ii) use service mark or trademark of the other Party in any promotional or advertising material without the prior written consent of the other Party. The Parties shall coordinate and cooperate with each other when making public announcements regarding this Agreement and the System and its use. The Parties agree that at or around the Operational Date, the Parties shall jointly issue an announcement regarding the Services and the System. Provider is entitled to (A) place signage on the System and the Premises reflecting its association with the System, (B) take and use photographs and video of the System for marketing purposes, and (C) use publicly available information and Provider-developed analytics for marketing purposes. All marketing and publicity by a party will comply with applicable law, including privacy law. Provider shall not use images of passengers or Customer personnel without express written permission.

17. Miscellaneous.

- a. **Notices.** All notices under this Agreement shall be in writing and delivered by hand, electronic mail, overnight courier, or regular, certified, or registered mail, return receipt requested, and will be deemed received upon personal delivery, acknowledgment of receipt of electronic transmission (provided that automatic acknowledgment shall not suffice), the promised delivery date after deposit with overnight courier, or five (5) days after deposit in the mail. Notices must be sent to the notice address of a Party identified on the signature page of this Agreement or such other address as either Party may specify in writing pursuant to this Section 17(a).
- b. **Survival.** Provisions of this Agreement that should reasonably be considered to survive termination of this Agreement as a whole, including, without limitation provisions related to billing and payment and hold harmless, will survive such termination.
- c. **Further Assurances.** Each Party shall provide such information, execute, and deliver any instruments and documents and to take such other actions as may be reasonably requested by the other Party to give full effect to this Agreement and to carry out the intent of this Agreement.
- d. **Non-Dedication of Facilities.** Nothing in this Agreement may be construed as the dedication by either Party of its facilities or equipment to the public or any part thereof. Neither Party may knowingly take any action that would subject the other Party, or other Party's facilities or equipment, to the jurisdiction of any Governmental Authority as a public utility or similar entity. Neither Party may assert in any proceeding before a court or regulatory body that the other Party is a public utility by virtue of such other Party's performance under this Agreement.
- e. **Service Contract.** The Customer and Provider intend and agree that this Agreement is a "service contract" within

the meaning of Section 7701(e) of the Internal Revenue Code of 1986, as amended.

- f. **Customer-Specific Provisions.** Except as otherwise expressly stated on **Exhibit E**, the provisions of any **Exhibit E** included as part of this Agreement replace and supersede any inconsistent provision in the body of this Agreement.
- g. **Governing Law.** This Agreement shall be governed by and construed in accordance with the domestic laws of Florida, without reference to any choice of law principles. The state courts of Florida and the federal courts sitting in **Tallahassee, FL**, shall have exclusive jurisdiction over any action or proceeding arising under this Agreement, with venue lying in **Tallahassee, FL**.

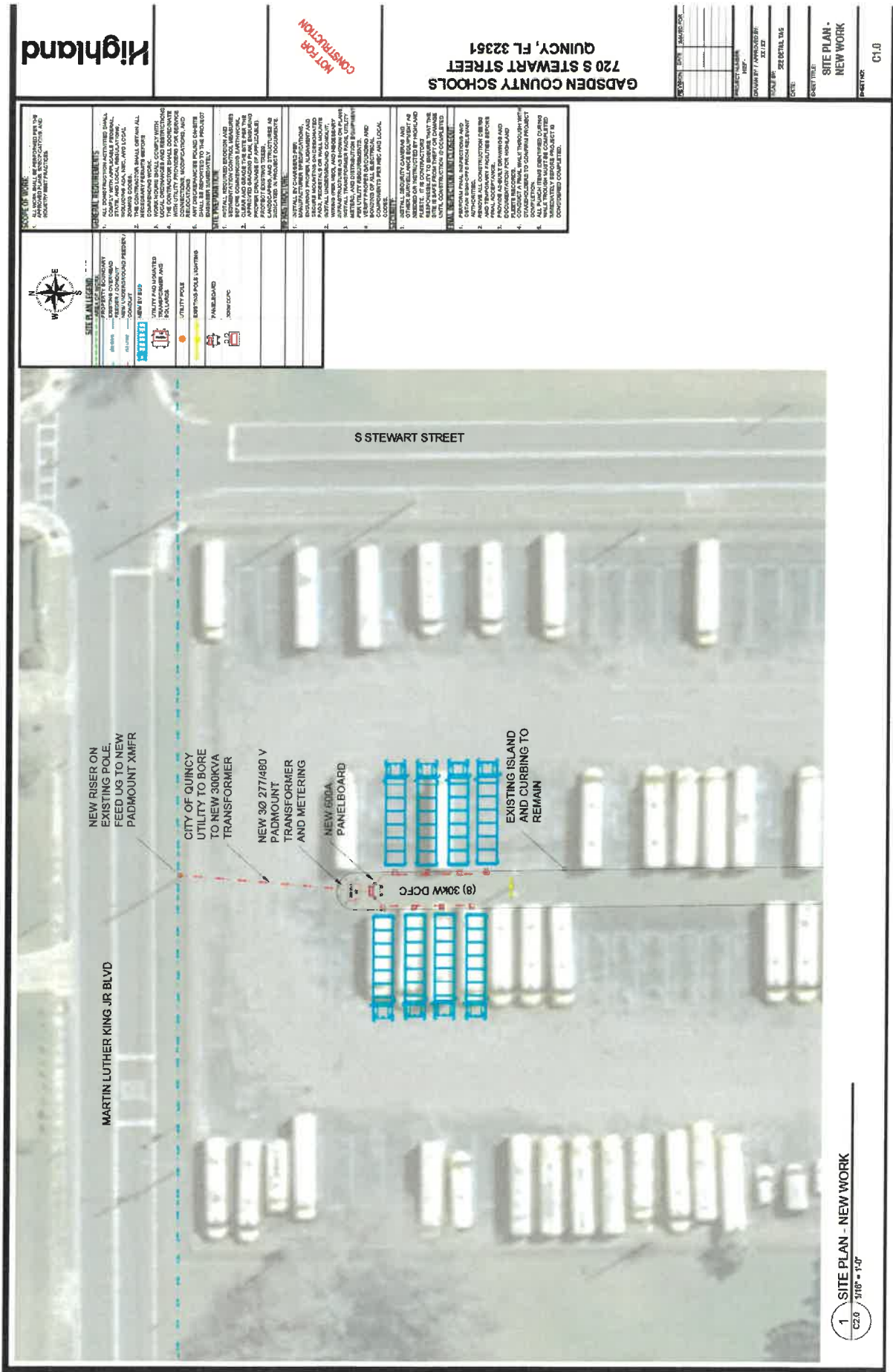
<<<<Signature page follows.>>>>

Exhibit A
Vehicle Specifications; Termination Payment Schedule

1. **Vehicle Specifications:** See attached.
2. **Termination Payments.**

Date of Termination due to Customer Default Event		Termination Payment*
From Effective Date through last Operational Date		\$2,532,000
Contract Year 1		\$2,040,000
Contract Year 2		\$1,048,000
Contract Year 3		\$997,000
Contract Year 4		\$937,000
Contract Year 5		\$867,000
Contract Year 6		\$787,000
Contract Year 7		\$694,000
Contract Year 8		\$589,000
Contract Year 9		\$468,000
Contract Year 10		\$332,000
Contract Year 11		\$178,000
Contract Year 12		\$5,000
*		Consistent with Agreement Sections 12(b)(iii), the foregoing Termination Payments shall be due and payable by Customer upon a Customer Default Event and resulting termination of the Agreement <i>in addition to</i> the total amount Provider can demonstrate is required to be paid by Provider or any affiliate of Provider due to a Customer Default Event or any related termination of this Agreement in respect of any Incentive, including recapture of the value of any Incentive, interest, and penalties; provided, however, that in all such instances Provider shall use reasonable efforts to mitigate the amount paid or payable by Provider or any Provider affiliate in this regard.

Exhibit B: System Site Plan
Premises: 720 S. Stewart St., Quincy, FL 32351



**Exhibit C
Commercial Operation Certificate**

PROJECT NAME: 8-Bus Electrification
PROJECT ADDRESS: 720 S Stewart Avenue, Quincy, FL 32351

OPERATIONAL DATE: [_____]

Pursuant to **Section 2** of the Transportation Equipment Services Agreement (as may be amended or modified from time to time, the “**Agreement**”), dated [_____] by and between Gadsden County School District (“**Customer**”) and HEF-P Gadsden, LLC (“**Provider**”), this Certificate of Commercial Operation (“**Certificate**”) is hereby provided by Provider to Customer in accordance with the Agreement. All capitalized terms used, but not defined, herein shall have the meaning ascribed to them in the Agreement.

Provider hereby certifies that, as of the Operational Date set forth above: (i) the Vehicles set forth on **Attachment A** to this Certificate conforming to the specifications attached as **Exhibit A** to the Agreement are available at the Premises and operational; (ii) the Chargers necessary to support such Vehicles are installed at the Premises and operational; (iii) the Infrastructure necessary to support such Vehicles and such Chargers is installed at the Premises and operational; and (iv) any Approvals required for the installation and operation of the System identified in this Certificate have been obtained.

IN WITNESS WHEREOF, Provider is executing this Certificate as of the Operational Date set forth above on this Certificate.

Provider:

HEF-P Gadsden, LLC

By: _____
Name: _____
Title: _____
Date: _____

Customer is executing and delivering this Certificate to confirm Customer’s agreement that the Operational Date is as set forth above.

Gadsden County School District

By: _____
Name: _____
Title: _____
Date: _____

Attachment A Vehicles

Exhibit D
Incentive Compliance

1. Customer will assure that during the Term, each Vehicle will be used to provide pupil transportation and related transportation services to a public school.
2. Customer will assure that, from the Operational Date through at least the fifth (5th) anniversary of the Operational Date, each Vehicle will be used exclusively to serve Gadsden County School District.
3. During the Term, Customer will assure that each Vehicle will be used significantly to transport preprimary, primary, and secondary school students to or from school or an event related to school.
4. Customer and Provider acknowledge and agree that use of the EPA CSB Incentive for the benefit of Gadsden County School District is subject to the approval of the Environmental Protection Agency (the "EPA") because such school district was not the original beneficiary of the EPA CSB Incentive.
5. Customer and Provider agree that, upon the request of the EPA, the Vehicles will be made available for inspection by the EPA or its authorized representatives during the Term through the fifth (5th) anniversary of the Operational Date.
6. On or before April 30, 2026, Customer will scrap, sell, or donate, or cause to be scrapped, sold, or donated, at least **eight (8) Type C** fully operational diesel school buses with a gross vehicle weight rating of 10,001 pounds or more (each a "**Replaced Vehicle**"), in accordance with the EPA guidelines and requirements for eligible existing school buses under the EPA CSB Incentive program, and will provide evidence of the scrapped, sold, or donated Replaced Vehicles to the EPA in the manner and in the timeframe required pursuant to the EPA CSB Incentive program. Customer will provide a copy of such evidence as well as a signed scrappage statement to Provider upon Provider request unless a scrappage waiver has been approved prior to the start of the project. The Parties acknowledge that the EPA CSB Incentive cannot be used to replace vehicles that do not meet the above eligibility criteria.
7. On or before May 1, 2026, Customer will provide all information reasonably requested by Provider to complete, and Provider will complete and submit to the EPA, the 'Close Out Form' required under the EPA CSB Incentive program with respect to the Vehicles and the Replaced Vehicles.
8. As soon as practicable, but, in any event, within sixty (60) days after the Operational Date, Customer will provide to Provider each of the following, to the extent in Customer's possession or under Customer's control: (a) copies of invoices and proofs of delivery for the Vehicles and other components of the System that are 'eligible infrastructure' funded by the EPA CSB Incentive; and (b) one photo of the exterior of each Vehicle labeled with the last four (4) digits of the Vehicle Vendor Identification Number (VIN); and (c) one photo of each charging pedestal that is part of the charging infrastructure funded by the EPA CSB Incentive.
9. **Acknowledgement Requirements.** Each Party agrees that any reports, documents, publications, or other materials developed for public distribution supported by this Agreement shall contain the following statement: "This project has been funded wholly or in part by the United States Environmental Protection Agency under assistance agreement 03D07124 to **Highland CSB 1, LLC**, an affiliate of Provider. The contents of this document do not necessarily reflect the views and policies of the EPA, nor does the EPA endorse trade names or recommend the use of commercial products mentioned in this document."
10. **Uniform Administrative Requirements and Cost Principles for Federal Awards.** The EPA CSB Incentive is subject to the requirements of the Uniform Administrative Requirements and Cost Principles for Federal Awards; Title 2 CFR § 200 and 2 CFR § 1500. The EPA CSB Incentive is also subject to applicable requirements contained in the EPA programmatic regulations located in 40 CFR Chapter 1 Subchapter B.

11. **2 CFR § 200.216 Prohibition on certain telecommunications and video surveillance services or equipment.** Each Party is prohibited from obligating or expending EPA CSB Incentive funds, directly or indirectly, to: (1) Procure or obtain; (2) Extend or renew a contract to procure or obtain; or (3) Enter into a contract (or extend or renew a contract) to procure or obtain equipment, services, or systems that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system. As described in Public Law 115–232 §889, covered telecommunications equipment is telecommunications equipment produced by Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities). For the purpose of public safety, security of government facilities, physical security surveillance of critical infrastructure, and other national security purposes, the EPA CSB Incentive may not be used to purchase video surveillance and telecommunications equipment produced by Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, or Dahua Technology Company (or any subsidiary or affiliate of such entities). No contract or subcontract may include telecommunications or video surveillance services provided by such entities or that use such equipment. No contract or subcontract may include telecommunications or video surveillance services produced or provided by an entity that the Secretary of Defense, in consultation with the Director of the National Intelligence or the Director of the Federal Bureau of Investigation, reasonably believes to be an entity owned or controlled by, or otherwise connected to, the government of a covered foreign country.
12. **Cybersecurity Condition.** Each Party agrees that when collecting and managing environmental data in connection with the EPA CSB Incentive, it will protect the data following all applicable State or Tribal cybersecurity requirements. The EPA must ensure that any connections between each Party’s network or information system and EPA networks used by each Party to transfer data under this agreement are secure. For purposes of this Section, a connection is defined as a dedicated persistent interface between an EPA IT system and an external IT system for the purpose of transferring information. Transitory, user-controlled connections such as website browsing are excluded from this definition. If either Party’s connections as defined above do not go through the Environmental Information Exchange Network or the EPA’s Central Data Exchange, the Party agrees to contract their EPA Project Officer no later than ninety (90) days after the Effective Date and work with the designated Regional/Headquarters Information Security Officer to ensure that the connections meet EPA security requirements, including entering into Interconnection Service Agreements as appropriate. This condition does not apply to manual entry of data by the recipient into systems operated and used by the EPA’s regulatory programs for the submission of reporting and/or compliance data.
13. **Procurement Procedures.** Each Party agrees to follow applicable procurement procedures. The Parties acknowledge that the EPA will not be a party to these transactions. If EPA funds are used to purchase goods or services, each Party agrees to compete the contracts for those goods and services and conduct cost and price analyses to the extent required by the fair and open competition for procurement provisions of 2 CFR §§ 200.317-327. The Parties acknowledge that the EPA CSB Incentive does not relieve the Parties of their obligations to compete service contracts and conduct cost and price analyses.
14. **2 CFR § 200.322 Domestic preferences for procurements.** As appropriate and to the extent consistent with law, each Party shall, to the greatest extent practicable when expending funds that are part the EPA CSB Incentive, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products).
15. **Subrecipient Procurement and Reporting Requirements.** If a Party wishes to acquire goods or services from contractors (including consultants), such Party must follow the Procurement Standards set forth in 2 CFR § 200, including those requiring competitive procurement by recipients and subrecipients of federal funds. Any subawards granted or executive compensation paid with the EPA CSB Incentive must be reported under the Federal Funding Accountability and Transparency Act.
16. **MBE/WBE Reporting and Recordkeeping.** Each Party agrees to submit an MBE/WBE Utilization Under Federal Grants and Cooperative Agreements report (EPA Form 5700-52A) on an annual basis when required. Reporting is required for this Agreement where funds are budgeted for procuring construction, equipment, services and supplies (including funds budgeted for direct procurement or procurement under subawards or

loans) with a cumulative total that exceed the Simplified Acquisition Threshold (“SAT”) (currently, \$250,000 however the threshold will be automatically revised whenever the SAT is adjusted, see 2 CFR § 200.1), including amendments and/or modifications. When reporting is required, all procurement actions are reportable, not just the portion which exceeds the SAT. Annual reports are due by October 30th of each year. Final reports are due 120 days after the end of the project period. Each Party agrees to comply with all recordkeeping requirements as stipulated in 40 CFR Part 33, Subpart E including creating and maintaining a bidders list, when required. Any document created as a record to demonstrate compliance with any requirements of 40 CFR Part 33 must be maintained.

17. **Eligible and Ineligible Costs.** The Parties agree to spend the EPA CSB Incentive only in accordance with the provisions outlined in Section III.D.4 of the EPA Notice of Funding Opportunity number EPA-OAR-OTAQ-23-06, as well as the Section J of the Clean School Bus Programmatic Terms and Conditions.
18. **Program Income.** The Customer acknowledges that in accordance with 2 CFR Part 200.307(e)(2) and 2 CFR § 1500.8(b), the Provider is hereby authorized to retain program income earned during the duration of the Agreement. Program income as defined at 2 CFR § 200.1 means gross income earned by the Provider that is directly generated by a supported activity or earned as a result of the EPA CSB Incentive during the period of performance. Program income includes but is not limited to income from fees or services performed, the use or rental of real or personal property acquired under the EPA CSB Incentive, the sale of commodities or items fabricated under the EPA CSB Incentive, license fees and royalties on patents and copyrights, and principal and interest on loans made with EPA CSB Incentive funds. Interest earned on advances of EPA CSB Incentive funds is not program income. Except as otherwise provided in Federal statutes, regulations, or the terms and conditions of the EPA CSB Incentive, program income does not include rebates, credits, discounts, and interest earned on any of them. Under the EPA CSB Incentive, program income may come from selling a decommissioned bus for scrap, or selling an existing bus to be replaced if the bus meets applicable requirements. Costs incidental to the generation of program income may be deducted from gross income, provided these costs have not been charged to the EPA CSB Incentive. The program income shall be used to finance the non-Federal share of the project. The Customer acknowledges that the Provider must provide as part of its regular reports a description of how program income is being used.
19. **Leveraging.** The Parties agree to provide all proposed leveraged funding, including any voluntary cost-share contribution or overmatch, that is described in the Agreement. The Parties acknowledge that if the proposed leveraging does not materialize during the period of the EPA CSB Incentive’s performance, and the Parties do not provide a satisfactory explanation, the EPA may consider this factor in evaluating future proposals from the Parties. In addition, the Parties acknowledge that if the proposed leveraging does not materialize during the period of the EPA CSB Incentive’s performance then the EPA may reconsider the legitimacy of the EPA CSB Incentive; if the EPA determines that the Parties knowingly or recklessly provided inaccurate information regarding the leveraged funding described in the Agreement the EPA may take action as authorized by 2 CFR Part 200 and/or 2 CFR Part 180 as applicable.
20. **Equipment Disposition.** The Customer acknowledges that in accordance with 2 CFR § 200.313, when equipment acquired using the EPA CSB Incentive needs to be replaced, the Provider may use the to-be-replaced equipment as a trade-in or may sell the property and use the proceeds to offset the cost of the replacement property. The Customer acknowledges that when original or replacement equipment acquired using the EPA CSB Incentive with a current per unit fair market value of \$5,000 or less is no longer needed under the Agreement or for other activities currently or previously supported by the EPA CSB Incentive, the Provider may retain, sell, or otherwise dispose of the equipment with no further obligation to the EPA. The Customer acknowledges that when the equipment to be replaced has a current per unit fair market value in excess of \$5,000, it may be retained by the Provider or sold, and the EPA is entitled to an amount calculated by multiplying the current market value or proceeds from sale by the EPA’s percentage of participation in the cost of the original purchase. Additionally, if the equipment is sold, the EPA may permit the Provider to deduct and retain from the Federal share \$500 or ten percent of the proceeds, whichever is less, for its selling and handling fees.

21. **Automated Standard Application Payments.** Parties must be enrolled or enroll in the Automated Standard Application for Payments (“ASAP”) system to receive payments under the EPA’s financial assistance agreements unless the EPA grants a recipient-specific exception or the assistance program has received a waiver from this requirement. The EPA will not make payments to Parties until the ASAP enrollment requirement is met unless the Party falls under an exception. Under this payment mechanism, the Party initiates an electronic payment request online via ASAP, which is approved or rejected based on the amount of available funds authorized by the EPA in the Party’s ASAP account. Approved payments are credited to the account at the financial institution of the Party set up by the Party during the ASAP enrollment process. The EPA will grant exceptions to the ASAP enrollment requirement only in situations in which the Party demonstrates to the EPA that receiving payment via ASAP places an undue administrative or financial management burden on the Party or the EPA determines that granting the waiver is in the public interest.
22. **Rights to Inventions Made Under a Contract or Agreement.** If a Party wishes to enter into a contract with a small business firm or nonprofit organization regarding the assignment or performance of experimental, developmental, or research work related to the performance of this Agreement by such Party, then such Party must comply with the requirements of [37 CFR Part 401](#), Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements, and any implementing regulations issued by the EPA.
23. **Union Organizing.** The EPA CSB Incentive may not be used to support or oppose union organizing, whether directly or as an offset for other funds.
24. **The Fly America Act and Foreign Travel.** All foreign travel funded under Agreement must comply with the Fly America Act. All travel must be on U.S. air carriers certified under 49 U.S.C. § 40118, to the extent that service by such carriers is available even if foreign air carrier costs are less than the American air carrier. Foreign travel using the EPA CSB Incentive funding must be approved by the EPA.
25. **Audit Requirements.** In accordance with 2 CFR § 200.501(a), each Party agrees to obtain a single audit from an independent auditor, if their organization expends \$750,000 or more in total Federal funds in their fiscal year for that year. Because of this audit requirement, documentary support for expenditures on behalf of beneficiaries is required. To the extent a Party is required under this provision to obtain an audit and requires information from the other Party to complete such audit, the other Party shall provide information and shall take such actions as reasonably requested by the Party undertaking the audit. Additionally, each Party acknowledges that the EPA will conduct random reviews of grant recipients to protect against waste, fraud, and abuse. As part of this process, the EPA, or its authorized representatives, may request copies of grant documents from the Parties to verify statements made on the EPA CSB Incentive application and reporting documents. The Parties acknowledge that they may be selected for advanced monitoring, including a potential site visit to confirm project details. The EPA, or its authorized representatives, may also conduct site visits to confirm documentation is on hand and that replacement buses are still in service for the Customer, as well as confirm applicable infrastructure adheres to Buy America, Build America requirements (see below). The Parties agree to comply with site visits requests and recordkeeping requirements and agree to supply the EPA with any requested documents three (3) years from the date of the final expenditure report, or risk cancellation of the EPA CSB Incentive or other enforcement action.
26. **Access to Records.** In accordance with 2 CFR § 200.337, the EPA and the EPA Office of Inspector General (the “EPA OIG”) have the right to access any documents, papers, or other records, including electronic records, of the Parties which are pertinent to the EPA CSB Incentive in order to make audits, examinations, excerpts, and transcripts. This right of access also includes timely and reasonable access to the Parties’ personnel for the purpose of interview and discussion related to such documents. This right of access shall continue as long as the records are retained.
27. **Record Retention.** In accordance with 2 CFR § 200.334, each Party must keep all financial records, supporting documents, accounting books and other evidence of activities related to the EPA CSB Incentive for three (3) years from the submission of the final expenditure report. If any litigation, claim, or audit is started before the

expiration of the three (3) year period, each Party must maintain all appropriate records until these actions are completed and all issues resolved.

28. **Reporting Waste, Fraud and Abuse.** Consistent 2 CFR § 200.113, the Parties must report, in a timely manner, any violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the EPA CSB Incentive to the EPA Project Officer and the EPA OIG Hotline. The methods to contact the OIG hotline are: (1) online submission via the EPA OIG Hotline Complaint Form; (2) email to OIG_Hotline@epa.gov; (3) phone at 1-888-546-8740; or (4) mail directed to Environmental Protection Agency, Office of Inspector General, 1200 Pennsylvania Avenue, N.W. (2410T), Washington, DC 20460. To support awareness of the EPA OIG hotline, Parties receiving an EPA award or subaward of \$1,000,000 or more must display EPA OIG Hotline posters in facilities where the work is performed under the grant. EPA OIG Hotline posters may be downloaded or printed or may be obtained by contacting the EPA OIG at 1- 888-546-8740. Parties need not comply with this requirement if they have established a mechanism, such as a hotline, by which employees may report suspected instances of improper conduct and have provided instructions that encourage employees to make such reports.
29. **Whistleblower Protections.** This Agreement is subject is to whistleblower protections, including the protections established at 41 U.S.C. § 4712 providing that an employee of either Party may not be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing to a covered person or body information that the employee reasonably believes is evidence of gross mismanagement of a Federal grant or subaward, a gross waste of Federal funds, an abuse of authority relating to a Federal grant or subaward, a substantial and specific danger to public health or safety, or a violation of law, rule, or regulation related to a Federal grant or subaward. These covered persons or bodies include: (1) a member of Congress or representative of a committee of Congress; (2) an Inspector General; (3) the Government Accountability Office; (4) a Federal employee responsible for contract or grant oversight or management at the relevant agency; (5) an authorized official of the Department of Justice or other law enforcement agency; (6) a court of grand jury; and (7) a management official or other employee of the contractor, subcontractor or grantee who has the responsibility to investigate, discover, or address misconduct.
30. **Reporting Total Compensation of Subrecipient Executives.** Customer must provide Provider with the names and total compensation of each of Customer's five most highly compensated executives for Customer's preceding completed fiscal year if (1) in Customer's preceding fiscal year, Customer received (a) 80 percent or more of its annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR § 170.320 (and subawards), and (b) \$25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts), and Federal financial assistance subject to the Transparency Act, and (2) The public does not have access to information about the compensation of the executives through periodic reports filed under Section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. §§ 78m(a), 78o(d) or Section 6104 of the Internal Revenue Code of 1986. Customer must report executive total compensation to Provider by the end of the month following the month during which the Customer receives any sub-awarded EPA CSB Incentive.
31. **Suspension and Debarment.** Subpart C of 2 C.F.R. Part 180 entitled, "Responsibilities of Participants Regarding Transactions Doing Business With Other Persons," as implemented and supplemented by 2 C.F.R. Part 1532. Each Party is responsible for ensuring that any lower tier covered transaction, as described in Subpart B of 2 C.F.R. Part 180, entitled "Covered Transactions," and 2 C.F.R. § 1532.220, with respect to this Agreement includes a term or condition requiring compliance with 2 C.F.R. Part 180, Subpart C. Each Party is responsible for further requiring the inclusion of a similar term and condition in any subsequent lower tier covered transactions. No debarred or suspended individual or entity may participate in an order or contract placed against this Agreement or with respect to the performance of this Agreement.
32. **Delinquent Tax Liability or a Felony Conviction Under any Federal Law.** By entering into this Agreement, each Party represents that it is not a corporation that has any unpaid Federal tax liability that has been assessed, for which all judicial and administrative remedies have been exhausted or have lapsed, and that is not being paid in a timely manner pursuant to an agreement with the authority responsible for collecting the tax liability;

and it is not a corporation that was convicted of a felony criminal violation under a Federal law within the preceding 24 months. Alternatively, by entering into this Agreement, each Party represents that it disclosed unpaid Federal tax liability information and/or Federal felony conviction information to the EPA, and the EPA Suspension and Debarment Official has considered suspension or debarment of the corporation based on tax liabilities and/or Federal felony convictions and determined that suspension or debarment is not necessary to protect the Government's interests. If either Party fails to comply with this term and condition, the EPA will annul this Agreement and may recover any funds the Parties have expended in violation of the appropriations act(s) prohibition(s). The EPA may also pursue other administrative remedies as outlined in 2 CFR § 200.339 and 2 CFR § 200.340 and may also pursue suspension and debarment.

33. **Disclosure of Personal Conflicts of Interest.** As required by 2 CFR § 200.112, the EPA has established a policy (the "COI Policy") for disclosure of conflicts of interest. The EPA's COI Policy is posted at <https://www.epa.gov/grants/epas-financial-assistance-conflict-interest-policy>. Each Party must disclose any competition related conflict of interest described in Section 4.0(a) of the COI Policy that are discovered prior to or after the Effective Date to the EPA CSB Incentives Specialist identified by Provider within 30 calendar days after the Effective Date or, if later, the date of discovery of the conflict of interest. The EPA's COI Policy requires that each Party must have systems in place to address, resolve, and disclose to the EPA conflicts of interest described in Sections 4.0(b), (c) and/or (d) of the COI Policy that affect any contract or subaward, under this Agreement. Failure to disclose a conflict of interest may result in cost disallowances (i.e. – disallowance of some or all of an Existing Incentive). Neither Party is obligated to inform the EPA of the absence of a conflict of interest, only the discovery of one. Disclosure of potential conflicts of interest will not necessarily result in the EPA disallowing costs, with the exception of procurement contracts that the EPA determines violate 2 CFR § 200.318(c)(1), provided the Party notifies the EPA of measures the Party has taken to eliminate, neutralize or mitigate the conflict of interest when making the disclosure.
34. **Lobbying Restrictions.** No EPA CSB Incentive funds shall be used to engage in lobbying of the Federal government or in litigation against the U.S. unless authorized under existing law. Each Party agrees to abide by the Cost Principles available at 2 CFR Part 200 which generally prohibits the use of federal grant funds for litigation against the U.S. or for lobbying or other political activities. Each Party agrees to comply with Title 40 CFR Part 34, New Restrictions on Lobbying, and agrees to submit certification and disclosure forms accordingly. In accordance with the Byrd Anti-Lobbying Amendment, any Party who makes a prohibited expenditure under Title 40 CFR Part 34 or fails to file the required certification or lobbying forms shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such expenditure. Contracts awarded by either Party shall contain, when applicable, the anti-lobbying provision as stipulated in Appendix II to Part 200—Contract Provisions for Non-Federal Entity Contracts Under Federal Awards. By entering into this Agreement, each Party affirms that it is not a nonprofit organization described in Section 501(c)(4) of the Internal Revenue Code of 1986 as required by Section 18 of the Lobbying Disclosure Act; or that it is a nonprofit organization described in Section 501(c)(4) of the Code but does not and will not engage in lobbying activities as defined in Section 3 of the Lobbying Disclosure Act. [By entering into this Agreement, each Party certifies, to the best of its knowledge and belief, that: (1) No EPA CSB Incentive funds have been or will be paid, by or on behalf of such Party, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement; (2) If any funds other than the EPA CSB Incentive have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, such Party shall complete and submit the Standard Form -- LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and (3) Each Party shall require that the language of this certification be included in the award documents for all subawards exceeding \$100,000 at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when Agreement was entered into. Submission of this certification is a prerequisite for entering into this Agreement

imposed by Section 1352, Title 31, U.S. Code. Any Party who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each failure.

35. **Utilization of Disadvantaged Business Enterprises.** Each Party agrees to comply with the requirements of the EPA's Disadvantaged Business Enterprise Program for procurement activities relating to the performance of this Agreement or otherwise funded by the EPA CSB Incentive, contained in 40 CFR, Part 33. 2. Pursuant to 40 CFR §33.301, each Party agrees to make good faith efforts whenever procuring construction, equipment, services and supplies under this Agreement or otherwise funded by the EPA CSB Incentive, and to require that sub-recipients, loan recipients, and prime contractors also comply. Records documenting compliance with the six good faith efforts shall be retained. The specific six good faith efforts can be found at: 40 CFR § 33.301 (a)-(f).
36. **Drug-Free Workplace.** Each Party must make an ongoing, good faith effort to maintain a drug-free workplace pursuant to the specific requirements set forth in Title 2 CFR Part 1536 Subpart B. Additionally, in accordance with these regulations, each Party must identify all known workplaces affected by the EPA CSB Incentive and keep this information on file during the performance of this Agreement.
37. **Resource Conservation and Recovery Act.** Consistent with goals of Section 6002 of RCRA (42 U.S.C. 6962), each Party agrees to give preference in procurement programs to the purchase of specific products containing recycled materials, as identified in 40 CFR Part 247, relative to the use of the EPA CSB Incentive. Consistent with Section 6002 of RCRA (42 U.S.C. 6962) and 2 CFR 200.323, each Party is required to purchase certain items made from recycled materials, as identified in 40 CFR Part 247, when the purchase price exceeds \$10,000 during the course of a fiscal year or where the quantity of such items acquired in the course of the preceding fiscal year was \$10,000 or more. Pursuant to 40 CFR § 247.2 (d), a Party may decide not to procure such items if they are not reasonably available in a reasonable period of time; fail to meet reasonable performance standards; or are only available at an unreasonable price.
38. **National Environmental Policy Act.** Each Party agrees to identify to the EPA all impacts that the EPA CSB Incentive may have on the quality of the human environment, and to provide all information needed for the EPA to comply with the National Environmental Policy Act ("NEPA," at 42 U.S.C. 4321, et. seq.) to prepare the required NEPA environmental documentation. In such cases, each Party agrees to take no action that will have an adverse environmental impact (e.g. physical disturbance of a site such as breaking of ground or other construction activities) until the EPA's Project Officer provides written notification of compliance with the environmental impact analysis process under NEPA. The EPA's NEPA Implementing Procedures are available at 40 CFR Part 6. Each Party acknowledges that it may not expend EPA CSB Incentive funds, including any expenditures to meet a cost share obligation, for Construction as defined in 40 CFR § 33.103 as "...erection, alteration, or repair (including dredging, excavating, and painting) of buildings, structures, or other improvements to real property, and activities in response to a release or a threat of a release of a hazardous substance into the environment, or activities to prevent the introduction of a hazardous substance into a water supply" until the EPA's Project Officer provides the written notice of compliance with NEPA requirements. Any Construction costs incurred by the Parties prior to receiving the written notice of compliance with NEPA requirements from the EPA Project Officer are at the Parties' own risk. This restriction on expending EPA CSB Incentive funds does not apply to pre-Construction activities such as community outreach, acquisition of architectural and engineering services, preparation of preliminary specifications, competitive procurement of construction contractors and ordering equipment and supplies.
39. **Endangered Species Act.** Each Party agrees to comply with the applicable provisions of the Rules of the Departments of Interior (50 CFR Parts 10-24) and Commerce (50 CFR Parts 217-227) implementing laws and conventions on the taking, possession, transport, purchase, sale, export, or import of wildlife and plants, including the Endangered Species Act of 1973 (16 U.S.C. §§ 1531-1543) the Marine Mammal Protection Act (16 U.S.C. §§ 1361-1384), the Lacey Act (18 U.S.C. § 42), and the Convention on International Trade in Endangered Species of Wild Fauna and Flora.
40. **National Historic Preservation Act.** Each Party agrees to identify to the EPA all property listed or eligible for listing on the National Register of Historic Places that will be affected by the EPA CSB Incentive, and with

respect to the EPA CSB Incentive, to provide all of the information needed to the EPA for the EPA's effect determination under Section 106 of the National Historic Preservation Act.

41. **Native American Graves Protection and Repatriation.** Each Party agrees that it will comply with the general national policy requirements set forth in 25 U.S.C. §§ 3001-3013.
42. **Trafficking in Persons.** Each Party, its employees, its subcontractors or agents with respect to this Agreement, and their respective employees may not: (1). Engage in severe forms of trafficking in persons during the Term of this Agreement; (2) Procure a commercial sex act during the Term of this Agreement; or (3) Use forced labor in the performance of this Agreement, including the performance of any subcontract with respect to this Agreement. The EPA may unilaterally terminate the EPA CSB Incentive, without penalty, for a violation by either Party or any of their employees. *See* 2 CFR Part 180, "OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement)," as implemented by the EPA. Each Party must inform the other Party and the EPA immediately of any information received from any source alleging a violation of this prohibition. (Implements Section 106(g) of the Trafficking Victims Protection Act of 2000 (TVPA) (22 U.S.C. 7102), as amended (22 U.S.C. 7104(g)).)
43. **Civil Rights Obligations.** Each Party complies and during the Term will comply with the following civil rights statutes and implementing federal and EPA regulations: Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, and national origin, including limited English proficiency ("LEP") (as recipients of the EPA CSB Incentive, each Party is required by Title VI of the Civil Rights Act to provide meaningful access to LEP individuals - in implementing this requirement, each Party agrees to use as a guide the Office of Civil Rights document entitled "Guidance to Environmental Protection Agency Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons"), by entities receiving Federal financial assistance; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination against persons with disabilities by entities receiving Federal financial assistance; and The Age Discrimination Act of 1975, which prohibits age discrimination by entities receiving Federal financial assistance; and Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs and activities operated by entities receiving Federal financial assistance. Each Party also agrees to comply with all applicable EPA civil rights regulations, including: 40 C.F.R. Part 5 for Title IX obligations; 40 CFR Part 7 for Title VI, Section 504, Age Discrimination Act, and Section 13 obligations; and 2 CFR § 200.300 for statutory and national policy requirements, including those prohibiting discrimination and those described in Executive Order 13798 promoting free speech and religious freedom. These regulations establish specific requirements including maintaining compliance information, establishing grievance procedures, designating a Civil Rights Coordinator, and providing notices of non-discrimination. In accepting this Agreement, each Party acknowledges it has an affirmative obligation to implement effective Title VI compliance programs and ensure that its actions do not involve discriminatory treatment and do not have discriminatory effects even when facially neutral. Each Party must be prepared to demonstrate to the EPA that such compliance programs exist and are being implemented or to otherwise demonstrate how it is meeting its Title VI obligations. Each Party acknowledges that audits may be conducted by the EPA to ensure compliance with these requirements.
44. **Build America, Buy America.** Each Party is subject to the Buy America Sourcing requirements under the Build America, Buy America provisions of the Infrastructure Investment and Jobs Act ("IIJA") (P.L. 117-58, §§70911-70917) when EPA CSB Incentive funds are used for the purchase of goods, products, and materials for the types of infrastructure projects contemplated by this Agreement and specified under the EPA program and activities specified in the chart, "Environmental Protection Agency's Identification of Federal Financial Assistance Infrastructure Programs Subject to the Build America Buy America Provisions of the Infrastructure Investment and Jobs Act." The Buy America preference requirement applies to all the iron and steel, manufactured products, and construction materials used for all infrastructure projects funded by the EPA CSB Incentive under this Agreement. This includes, but is not limited to, electric bus charging infrastructure, battery energy storage systems, or renewable on-site power generation systems that power the buses and equipment, as well as any other permanent public structure that meets the infrastructure definition in Office of Management and Budget's Memorandum M-22-11, Initial Implementation Guidance on Application of Buy America Preference in Federal Financial Assistance Programs for Infrastructure. ZE or clean school buses funded by the

EPA CSB Incentive are not considered infrastructure for purposes of the Buy America preference requirement. While the Parties are encouraged to consider the purchase of domestically produced buses when possible, the EPA does not endorse or otherwise prefer any specific brand of ZE or clean school buses. Each Party acknowledges and agrees that no part of the EPA CSB Incentive may be used for a project of infrastructure unless all iron and steel, manufactured products, and construction materials that are consumed in, incorporated into, or affixed to an infrastructure project are produced in the United States, and the cost of the components of manufactured product that are mined, produced, or manufactured in the United States is greater than 55 percent of the total cost of all components of the manufactured product, unless another standard that meets or exceeds this standard has been established under applicable law or regulation for determining the minimum amount of domestic content of the manufactured product. The Buy America preference requirement applies to an entire infrastructure project, even if it is funded by both Federal and non-Federal funds. Each Party must implement these requirements in its procurements with respect to this Agreement, and these requirements must flow down to all subcontracts at any tier. (See the EPA's Build America, Buy America website and the Office of Management and Budget's Memorandum M-22-11, Initial Implementation Guidance on Application of Buy America Preference in Federal Financial Assistance Programs for Infrastructure.) When supported by rationale provided in IIJA § 70914, either Party may submit a waiver request in writing to the EPA. The EPA may waive the application of the Buy America Preference when it has determined that one of the following exceptions applies: (1) applying the Buy America Preference would be inconsistent with the public interest; (2) the types of iron, steel, manufactured products, or construction materials are not produced in the United States in sufficient and reasonably available quantities or of a satisfactory quality; or (3) the inclusion of iron, steel, manufactured products, or construction materials produced in the United States will increase the cost of the overall project by more than 25 percent. For legal definitions and sourcing requirements, the Parties agree to consult EPA's Build America, Buy America website.

45. **Signage and Logo Requirements.** The Parties will ensure that a sign is placed at construction sites supported in whole or in part by the EPA CSB Incentive displaying the official Investing in America emblem and must identify the project as a "project funded by President Biden's Bipartisan Infrastructure Law." The sign must be placed at construction sites in an easily visible location that can be directly linked to the work taking place and must be maintained in good condition throughout the construction period. The Parties will ensure compliance with the guidelines and design specifications provided by the EPA for using the official Investing in America emblem available at <https://www.epa.gov/invest/investing-america-signage>. The Parties are encouraged to use recycled or recovered materials when procuring signs. Signage costs are considered an allowable cost under the EPA CSB Incentive provided that the costs associated with signage are reasonable. Additionally, to increase public awareness of projects serving communities where English is not the predominant language, the Parties are encouraged to translate the language on signs (excluding the official Investing in America emblem or the EPA logo or seal) into the appropriate non-English language(s). The costs of such translation are allowable, provided the costs are reasonable. The EPA encourages the Parties to notify their EPA Project Officer of public or media events publicizing the accomplishment of significant events related to construction projects as a result of the EPA ESB Incentive and provide the opportunity for attendance and participation by federal representatives with at least ten (10) working days' notice. The Parties acknowledge that if the EPA logo is appearing with logos from other participating entities on websites, outreach materials, or reports, it must NOT be prominently displayed to imply that any of the Parties' activities are being conducted by the EPA. Instead, the EPA logo should be accompanied with a statement indicating that the Parties received financial support from the EPA under the EPA CSB Incentive.
46. **Electronic and Information Technology Accessibility.** Each Party acknowledges that, with respect to the System and Services contemplated by this Agreement, such Party is subject to the program accessibility provisions of Section 504 of the Rehabilitation Act, codified in 40 CFR Part 7, which includes an obligation to provide individuals with disabilities reasonable accommodations and an equal and effective opportunity to benefit from or participate in a program, including those offered through electronic and information technology ("EIT"). In compliance with Section 504, EIT systems or products funded by the EPA CSB Incentive must be designed to meet the diverse needs of users (e.g., U.S. public, recipient personnel) without barriers or diminished function or quality. Systems shall include usability features or functions that accommodate the needs of persons with disabilities, including those who use assistive technology. As of the Effective Date, the EPA considers a recipient's websites, interactive tools, and other EIT as being in compliance with Section 504 if such

technologies meet standards established under Section 508 of the Rehabilitation Act, codified at 36 CFR Part 1194.

47. **Copyrighted Material and Data.** In accordance with 2 CFR § 200.315, the EPA has the right to reproduce, publish, use and authorize others to reproduce, publish and use copyrighted works or other data developed under this Agreement for Federal purposes. Examples of a Federal purpose include but are not limited to: (1) Use by the EPA and other Federal employees for official Government purposes; (2) Use by Federal contractors performing specific tasks for (i.e., authorized by) the Government; (3) Publication in EPA documents provided the document does not disclose trade secrets (e.g. software codes) and the work is properly attributed to the Parties through citation or otherwise; (4) Reproduction of documents for inclusion in Federal depositories; (5) Use by State, tribal and local governments that carry out delegated Federal environmental programs as “co-regulators” or act as official partners with the EPA to carry out a national environmental program within their jurisdiction and; (6) Limited use by other grantees to carry out Federal grants provided the use is consistent with the terms of the EPA’s authorization to the other grantee to use the copyrighted works or other data.
48. **Cooperation with Reporting Requirement.** Customer agrees to use its best efforts to cooperate with Provider in its completion of regular progress reports, workplan modification reports, and other reports required to be submitted to the EPA. Such cooperation includes but is not limited to Customer’s retention and timely provision of documents related to this Agreement, timely and reasonable access to the Customer’s personnel for the purpose of interview and discussion related to such documents, tracking of project progress as requested by Provider, reporting to Provider any deviations from budget or project scope or objective (including additions, deletions, or changes the schedule, budget, or workplan), and responding in a timely manner to other inquiries by Provider as necessary for the completion of regular progress reports.
49. **Use of Submitted Information.** Applications and reporting materials submitted in relation to the EPA CSB Incentive may be released in part or in whole in response to a Freedom of Information Act (“FOIA”) request. The EPA recommends that applications and reporting materials not include trade secrets or commercial or financial information that is confidential or privileged, or sensitive information that, if disclosed, would invade another individual’s personal privacy (e.g. an individual’s salary, personal email addresses, etc.). However, if such information is included, it will be treated in accordance with 40 CFR § 2.203 (see EPA clause IV.a, Confidential Business Information, under EPA Solicitation Clauses). The EPA will use information submitted by the Parties in its annual report to Congress that is due no later than January 31 of each year of the EPA CSB Incentive program. Pursuant to the EPA CSB Incentive program’s statute, the report will include: (a) the total number of applications received; (b) the quantity and amount of grants and rebates awarded and the location of the recipients of the grants and rebates; (c) the criteria used to select the recipients; and (d) any other information the EPA considers appropriate. The EPA reserves a royalty-free, nonexclusive and irrevocable right to reproduce, publish, or otherwise use, and to authorize others to use, for federal purposes, submitted bus photos, including use in program materials.
50. **Training.** For any training for Customer personnel and agents conducted by or for Provider as part of the Training Services or as otherwise required under this Agreement, Provider may provide reasonable light refreshments or light meals and Highland®- branded items to assure engaged attendance in the trainings by all participants; provided that the foregoing shall comply with applicable Customer policies and applicable law.

**Exhibit E
Customer-Specific Provisions**

1. **EPA CSB Incentive; Advancing the Operational Date.** Each of Customer and Provider acknowledges and agrees that the availability of the EPA CSB Incentive to support the deployment of the System under this Agreement requires EPA approval; and, accordingly, each Party will use reasonable efforts in good faith to assure that the EPA CSB Incentive is timely approved by the EPA for use to support the System under this Agreement.
2. **PUBLIC RECORDS NOTICE (MUST BE IN 14 POINT BOLD TYPE).**

IF PROVIDER HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE PROVIDER'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS, THE DIRECTOR OF RISK MANAGEMENT, AT 352-726-1931 ext. 2270, 1007 W. MAIN STREET, INVERNESS, FLORIDA 34450.

Provider is required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance of its duties under this Agreement and will specifically:

- a. **Keep and maintain public records required by the Customer's School Board (the "School Board") to perform the Services.**
- b. **Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in the Chapter 119, Florida Statutes or as otherwise provided by law.**
- c. **Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement's term and following completion of the Agreement if the Provider does not transfer the records to the School Board.**
- d. **Upon completion of the Agreement, transfer, at no cost, to the School Board all public records in possession of Provider or keep and maintain public records required by the School Board to perform the Services. If Provider transfers all public records to the School Board upon completion of the Agreement, Provider shall destroy any duplicate public records that are exempt or confidential and exempt**

from public records disclosure requirements. If Provider keeps and maintains public records upon completion of the Agreement, Provider shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board, upon request of the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

- e. The failure of the Provider to comply with the provisions set forth herein shall constitute a default and material breach of this Agreement, which may result in immediate termination, with no penalty to the School Board.**

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: October 28, 2025

TITLE OF AGENDA ITEM: DAG Architects Fee Adjustment

DIVISION: Support Services/Facilities

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

This is a request for Board approval to adjust the contractual fees of DAG Architects to reflect the actual cost of design services to complete the construction of the New Quincy K8. The original approved estimate (\$3,195,442) was based on the maximum allowed amount for DOE's initial funding allocation (\$52,526,529) and was submitted with the understanding that the actual cost of services would be adjusted based on adequate approved new school construction future funding. That amount has been set by the legislature at \$7,045,677.

This fee adjustment request includes \$2,728,070 for the basic services increase and \$620,426 in additional services fees for a total of \$3,348,496.

FUND SOURCE: New School Construction Funding

AMOUNT: \$3,348,496

PREPARED BY: Dr. Sylvia R. Jackson

POSITION: Assistant Superintendent for Support Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

October 9, 2025

Mr. Elijah Key

Superintendent of Schools

Gadsden County School District

35 Martin Luther King Jr. Boulevard

Quincy, FL 32351

RE: Fee adjustment based on approved LBR

Superintendent Key:

We are requesting our fee for this project be increased per the terms of our mutual agreement set forth in AIA Document B101-2017 Exhibit A paragraph F.

Our original fee proposal for BASIC SERVICES was based on DOE's Five-Year Survey Recommendation Report Number 5 Version 2 for the new building construction and the gymnasium remodeling and renovation.

The amount included in the plant survey for new construction, gymnasium renovations and architectural tasks within the site development line item equated to \$53,384,342. This is what we based our original fee calculations on resulting in a BASIC SERVICES fee of \$3,195,442 that is included in our current contract.

Also needed to complete the project were certain SUPPLEMENTAL or ADDITIONAL SERVICES that are in addition to the BASIC SERVICES amounts. \$501,277 is Included in our current contract for these items.

The recently approved Legislative Budget Request (LBR) raised the total project budget to \$110,950,347 including the FFE grant amount of \$2,900,000. Please note that this amount is double what our original fee proposal is based on.

We are requesting a Basic Service and Add Services fee adjustment of \$3,348,496 as set forth in the attached itemized cost breakdown.

Sincerely

Jack Deyatte Baker, AIA, FCP

A handwritten signature in blue ink, appearing to read "Jack Baker", with a long horizontal flourish extending to the right.

Principal

QUINCY K8 FEE ADJUSTMENT PER APPROVED LBR 09.30.25			Architect Fee in Project Budget Cost & LBR \$7,045,677
New Basic Services amount based on \$96,663,355	\$5,923,512	\$5,923,512	
less existing basic services contract amount	(\$3,195,442)		
Basic Services Fee Increase Request	\$2,728,070		
ADD SERVICES IN CURRENT CONTRACT	\$501,277	\$501,277	
ADD SERVICES NOT IN CONTRACT			
ROW abandonment Research	\$3,850		
City of Quincy ROW submittal	\$5,016		
City of Quincy ROW submittal coordination	\$5,634		
Gravity Sanitary Sewer Tie in locate	\$2,750		
Phase I Cultural Resource Survey	\$9,752		
Project Coordination	\$1,584		
Asbestos Coordination	\$5,000		
Reduce Area of school by 40K+/- GSF	\$437,794		
EHPA redesign	\$12,705		
FFE Grant assistance	\$30,780		
Envelope Consultant	\$44,061		
Early Release Bid Package - Demolition	\$7,500		
LBR preparation, meetings and assistance	\$54,000		
	\$620,426	\$620,426	
Fee Adjustment Request (\$2,728,070 + \$620,426) =	\$3,348,496		\$7,045,215

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: October 28, 2025

TITLE OF AGENDA ITEM: Gadsden County School District Safe Schools 2025 Quarter 1
and 2024-25 Inspection Reports

DIVISION: School Safety Department

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

Section 1001.212(13)(c), F.S. requires the School Safety Specialist to 1) present each Safe Schools Quarterly Report and 2) annually during the first quarter of each year report to the number of schools inspected during the preceding calendar year to the School Board in a public meeting.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Lt. Tiffany Parsons-Buckhalt

TRB

POSITION: District School Safety Specialist

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: 

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

DATE OF SCHOOL BOARD MEETING: October 28, 2025

TITLE OF AGENDA ITEM: Panhandle Area Educational Consortium Professional Learning
Catalog 2025-2026

DIVISION: Office of Professional Learning Services

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The Panhandle Area Educational Consortium (PAEC) Professional Learning Catalog 2025-2026 has been developed and being presented to our school board for approval.

<https://www.paec.org/wp/instructional/professional-learning-catalog/>

Password (if needed): pl_catalog_plc_25!

FUND SOURCE: N/A

AMOUNT: 0.00

PREPARED BY: Kysha Washington-Hopkins

POSITION: Director of Professional Learning

A handwritten signature in blue ink, consisting of a stylized 'K' and 'H', is written over the date '10/9/25'.

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered 2

REVIEWED BY: _____



PAEC Professional Learning Center Summary of Updated Components to Professional Learning Catalog 2025-2026

Components Updated to High Quality Format

Converted document to the new FLDOE template as required by FLDOE	1-8
Updated components table of contents to include:	8-9
Math Matrix Micro-Credential: K-5 UF Lastinger Learning	
Math Matrix Micro-Credential: 6-12 UF Lastinger Learning	
Reading: Elementary Literacy Micro-Credential – UF Lastinger Learning	
Reading: Secondary Literacy Micro-Credential - UF Lastinger Learning	
Florida Literacy Coach Endorsement UF Lastinger Learning	
Inserted Math Matrix Micro-Credential: K-5 UF Lastinger Learning	167
Inserted Math Matrix Micro-Credential: 6-12 UF Lastinger Learning	170
Updated title to include FLORIDA LITERACY COACH ENDORSEMENT – UF LASTINGER LEARNING	130
Updated title to include READING MICRO-CREDENTIAL: ELEMENTARY LITERACY - UF LASTINGER LEARNING	246
Updated title to include READING: MICRO-CREDENTIAL- SECONDARY LITERACY - UF LASTINGER LEARNING	251
Replace 2011 Reading Endorsement Competencies with 2022 Reading Endorsement Competencies	256



THE SCHOOL BOARD OF GADSDEN COUNTY

Educating Every Student Today, Making Gadsden Stronger Tomorrow

Elijah Key, Superintendent of Schools

35 Martin Luther King, Jr. Blvd Quincy, Florida 32351

Main: (850) 627-9651 or Fax: (850) 627-2760

www.GadsdenSchools.org

October 6, 2025

TO: Elijah Key, Superintendent

FROM: Office of Professional Learning

SUBJECT: PAEC Professional Learning Catalog 2025-2026

On behalf of the School Board of Gadsden County, Florida, we verify approval of the *Panhandle Area Educational Consortium Professional Learning Catalog 2025-2026*.

The *Panhandle Area Educational Consortium Professional Learning Catalog 2025-2026* was presented to our school board and was approved on October 28, 2025.

Date

Superintendent, Gadsden County School Board

School Board Date

Chairman, Gadsden County School Board

School Board Date

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10c

DATE OF SCHOOL BOARD MEETING: **October 28, 2025**

TITLE OF AGENDA ITEM: **Approval of 2025-2026 Gadsden County Schools Controlled
Open Enrollment Plan**

DIVISION:

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

**Family and Community Engagement is seeking approval for the 2025-2026 Gadsden
County Schools Controlled Open Enrollment Plan**

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Gary Russ-Sills, MSW

 10/2/25

POSITION: Coordinator, Family And Community Engagement

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

REVIEWED BY: 

Gadsden County Controlled Open Enrollment Plan 2025-2026

Contact Information:

Gary Russ-Sills, MSW

Family and Community Engagement Coordinator

850-627-9651 x 1292

Fax: 850-627-7594

russillspar@gcpsmail.com

Enrollment Plan Link: www.gadssdenschools.org

Open Enrollment Policies

“Controlled open enrollment” means a public education delivery system that allows school districts to make student school assignments using parents’ indicated preferential educational choice as a significant factor.

Introduction:

Florida Statute 1002.31 states that “...beginning with the 2017-2018 school year, each district school board shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child in and transport his or her child to any public school that has not reached capacity in the district, subject to the maximum class size”.

1. Application Process

The School Board shall establish residential attendance zones for each school. All students, unless otherwise provided by School Board rule or authorized by the School Board’s order, should attend the school serving the student’s residential attendance zone. A student’s residence is the residence of his/her parents(s), as defined by Florida Statutes. Any student residing in the School District shall be assigned to a school for attendance by the Superintendent or his designee.

The Gadsden County School District (GCSD) gladly honors school choice from any parent/guardian. Open enrollment options are available for parents to choose a school outside their residential attendance zone school. Gadsden County School District allows parents from any school district in the state, whose child is not subject to a current expulsion or suspension, to enroll his or her child in and transport his or her child to any public school in the district, including charter schools, that have not reached capacity subject to the maximum class size pursuant to Florida Statutes and the Controlled Open Enrollment Plan adopted by the School Board. No student shall be permitted to transfer, enroll, or be admitted to a school when he/she has been expelled or suspended from another school district. This prohibition shall be effective for the period in which the student was expelled or suspended from another district. Such students shall be accorded the same appeals procedure which is available for district students.

Any parent wishing to apply for school choice options should complete the following steps:

1. The parent/guardian will complete the GCSD’s Application for Attendance to request

permission to attend a school different from the student's zoned school. This form is available on the district's website, at the Parent Resource Center, or at any GCSD school. The form must be completed in its entirety and must have attached any additional justifications/documentation and proof of residency at the time of submission to the school.

2. The parent/guardian will complete a Controlled Open Enrollment Student Performance Contract which is available on the district's website, at the district office, or at any GCPS school.

Once the school receives **ALL** the required items, the request will be reviewed. The parent/guardian will be notified in writing via U.S. Mail within two weeks or as soon as a decision is made. Due to this process, students may not be allowed to enroll in the choice school at the time the Application for Attendance is submitted. Once notification of acceptance has been received, the parent/guardian may enroll the student in the approved school.

Charter school open enrollment processes may provide enrollment preferences consistent with the enrollment preferences permitted under the charter school statute (s. 1002.33(10), F.S.), if such preferences are included in the charter school contract. The charter school shall annually post on its website the application process required to participate in controlled open enrollment. Determination of capacity must be listed on the charter school website and must be consistent with its charter school contract.

GCSD does not operate a home education program. However, the parent/guardian only registers with the school superintendent for the purpose of complying with the state's attendance requirements under s. 1003.21(1). Additionally, the district will help parents to facilitate the registration processes available under approved Virtual Instruction Provider (VIP) contracts as it is required to do under the state's attendance requirements (s. 1003.21(1) F.S.). If a parent or guardian chooses to homeschool their child(ren), the Superintendent shall accept a notice of intent to set up a home school program and shall immediately register the home education program upon receipt of the notice. The notice of intent must come from the parent/guardian and include the full legal name, address and date of birth of all children who shall be enrolled as students in the home education program. If the student chooses to participate in a school district program, additional information or verification from the parent will be required.

The assigned school for an out-of-district student shall be designated based on space available. Such transfers shall be made on a nondiscriminatory basis and shall not result in reducing desegregation in either the school district or in reinforcing the dual school system. The student will be accepted pursuant to the district's controlled open enrollment process described below, and the district will report the student for purposes of the district's funding pursuant to the Florida Education Finance Program (FEFP). Students residing in the district shall not be displaced by a student from another district who is seeking enrollment through the open enrollment provisions.

The Controlled Open Enrollment Process is approved by the School Board and is consistent with the School Board Policy 5.23*+. The process includes, but is not limited to the following:

- A. Eligibility requirements
- B. Application process for parents to notify the school district of their desire to be part of Controlled Open Enrollment,
- C. Forty-five (45) daytime period for accepting applications,
- D. Method of determining the capacity of schools,
- E. Capacity determination for each district school,
- F. Identification of schools that have not reached capacity,
- G. Class size standards (pursuant to s. 1003.03(4), F.S.),
- H. Lottery procedure for determining student assignment, if transfer requests exceed available space,
- I. Provision for a parent to request placement of siblings within the same school,
- J. Appeals process for hardship cases,
- K. Availability of transportation; and
- L. Method and timeline for notifying a parent of his/her child's placement for the next school year.

The process for implementation must:

- A. Adhere to federal desegregation requirements,
- B. Maintain socioeconomic, demographic, and racial balance,
- C. Allow a student to remain at the chosen school until he/she completes the highest grade level at the school, and
- D. Maintain existing academic eligibility criteria for public school choice programs.

Information about school choice and special programs is provided annually to the community through parent communication links, listservs, school mail-outs, backpack disseminations, individual program promotional materials, open houses at school sites, parent orientation meetings, school visits, and through the district's Family and Community Engagement (FACE) office.

Open enrollment options include school choice for grandfathering, sibling support, over/under capacity schools, school safety, and other parent hardships. Preferential treatment will be given to dependent children of active duty military personnel who has or will be transferred by military orders to an installation within the school district; children who have been relocated due to a foster care placement in a different school zone; children who move due to a court-ordered change in custody from separation or divorce; children who have moved due to the serious illness or death of a custodial parent; students at multiple session schools; and students residing in the district.

In all cases, applications for school choice are available at all public schools, the FACE Office, on the district website, or by mail or fax, as requested. The form provides instructions, information, and contact information for questions and support. Applications are processed by the FACE Office. Applications for magnet and special programs are processed at the individual school level in accordance with each program's admission criteria. Determinations about student eligibility for acceptance into the special program are made based on eligibility of the program.

Applications for other choice options are reviewed by the FACE Office and the Superintendent, or his designee, taking into consideration any hardships that may need to be accommodated. The FACE Office then updates the student information system. A notification letter responding to a school choice application is sent to parents as soon as possible, including an appeal process in the case of a denial for reassignment based on hardship at a school that is over capacity. Parents with an approved school choice request are directed to the new school to proceed with student enrollment.

2. Process for Declaring School Preference

Gadsden County School Choice options are available on our website www.gadsdenschools.org. Applications can be downloaded from the web or picked up at any Gadsden County Public School, at the district office, or at the Parent Resource Center. Additional applications may be required by special programs.

Gadsden County School Choice programs include:

- (22) Career and Technical Education (CTE) courses, with over (106) CTE sections offered in GCSD's secondary schools
- District-owned technical college designed to meet secondary and postsecondary students at their diverse skills level (Gadsden Technical College)
- Advanced Placement (AP) course opportunities in mathematics, language arts, science, social studies, music, and art (Gadsden County High School and Crossroad Academy)
- AVID education (Gadsden County High School, James A. Shanks Middle School, and West Gadsden Middle School)
- Journalism (Gadsden County High School)
- Gifted Programs (Gadsden Elementary School and District-wide via Exceptional Student Education Department)
- Art and Music Education
- Virtual School opportunities via K12/FUEL Virtual; Florida Virtual School (FLVS); PAEC FLVS Virtual Franchise; and through Home Education.
- Dual Enrollment Agreements with all local colleges and universities
- Athletic competition programs

Per District School Policy 5.20+, (Assignment Within District), a student may be permitted to attend a school other than the school serving the parents' residential area by completing a Request for Out-of-Zone Assignment Form and submitting the form for the approval or disapproval of the Superintendent or Designee. Parents who choose to send their child to a school outside their home residential zone will be responsible for providing transportation.

A student who has been attending, in the year prior to the designation, a public school that has been classified as performance grade category "F" or has earned three (3) consecutive grades of "D" or a student who is assigned to a public school that has been designated as

performance grade category “F” or has earned three (3) consecutive grades of “D” may attend a higher performing public school in the district, virtual or home school, or a school in another district as allowed by law. The district will provide transportation to a student impacted by Florida Statutes for Opportunity Scholarship. Designation of schools within the district included in Opportunity Scholarship Options are determined by Florida Department of Education (FDOE).

Family Empowerment Scholarship (FES) Program: Gadsden shall honor a school choice opportunity for low-income and working-class families that is designed to extend support to middle-income families. Following the 2019 Legislative Session, Governor Ron DeSantis signed SB 7070, which creates the FES Program and provides 18,000 students life-changing education opportunities for academic and career success. A student is eligible for a scholarship if the student meets the following criteria:

- The student’s household income level does not exceed 300% of the federal poverty level (\$77,250 for a family of four) or the student is on the direct certification list (list of children who qualify for the food assistance program, the Temporary Assistance to Needy Families Program, or the Food Distribution on Indian Reservations program), or
- The student is currently placed, or during the previous state fiscal year was placed, in foster care or in out-of-home care as defined in s. 39.01, **and**
- The student is eligible to enroll in kindergarten or has spent the prior school year (2018-19) in attendance at a Florida public school. Prior attendance means the student was enrolled in and in attendance at a Florida public school during both October and February student counts.

Prior to scholarship funds being awarded, the student must be accepted and enrolled in a participating private school. A private school that is currently eligible to participate in any of the scholarship programs is eligible to participate in the FES. However, parents should contact the schools to inquire as to whether the private school will participate in the program. The student will remain eligible until he/she graduates from high school or turns 21 years of age, whichever first. It is parental responsibility to request the scholarship from the Florida Department of Education (FDOE) at least 60 days prior to the first payment due date at the school of their choice.

The Hope Scholarship: Beginning with the 2018-2019 school year, a student enrolled in a Florida public school in kindergarten through grade 12 are provided the opportunity to transfer to another public school with the capacity or enroll in an approved private school under the Hope Scholarship, if they have been subjected to any of the following:

- a. battery, to include sexual battery
- b. harassment, to include sexual harassment
- c. hazing
- d. bullying
- e. kidnapping
- f. simple battery

- g. robbery
- h. sexual offenses
- i. assault
- j. threat or intimidation
- k. fighting at school

Incidents reported may be investigated at the district level; however, there does not have to be substantiation on the part of the district to offer a transfer to another public school with the capacity or ability for the student to move to an eligible private school on scholarship.

Section 1002.40, Florida Statutes (F.S.), was established and provides the parent of a public-school who was subjected to an incident of bullying or violence (a complete list of incidents is found in section 1002.40(3), F.S., an opportunity to transfer to another public school, or request a scholarship for the student to enroll in and attend a participating private school. The law states in part, "Upon receipt of a report of an incident, the school principal, or his/her designee, shall provide a copy of the report to the parent and investigate the incident to determine if the incident must be reported as required by s.1006.09. Within 24 hours after receipt of the report, the principal or his/her designee shall provide a copy of the report to the parent of the alleged offender and to the superintendent. Upon conclusion of the investigation or within 15 days after the incident was reported, whichever occurs first, the school district shall notify the parents of the program and offer the parent an opportunity to enroll his/her student in another public school that has the capacity or to request and receive a scholarship to attend an eligible private school, subject to available funding.

Pursuant to State Board of Education Rule 6A-6.0951, Florida Administrative Code, the district shall notify the parent by providing the parent with a completed Hope Scholarship Notification Form. The Hope Notification Form was adopted by the State Board of Education in July 2018, and therefore shall not be substantively altered.

Students attending a "persistently dangerous" school, as defined by State law, have the right to transfer to another "safe" school in the district. Students who are victims of a 'violent crime' on school property also have the right to transfer to another school. If there is not another "safe" school in the district providing instruction at the student's grade level(s), the Superintendent or his designee shall contact neighboring counties and request that they permit students to transfer to a school in one (1) of those counties.

3. Process that Encourages Placement of Siblings within the Same School

Students who have siblings enrolled at a school other than their home zone school may apply for reassignment to that same school based on sibling support. GCSD understands the importance of keeping brothers and sisters together and encourages parental involvement. Parents of siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The sibling must be attending the school the same year as the requested reassignment. Students assigned for sibling support may remain at the assigned school until they reach the highest grade

level available at that school. On the school choice form, parents identify "sibling support" and provide the name of the sibling who is at the school that the parent wants the student to be reassigned to. Parents choosing this option will be responsible for their own student transportation.

The Superintendent or his designee will develop and revise this plan as necessary, including the administrative procedures necessary to implement these policies. Except for homeless students, foster students and other student safety measures required by Florida Statute, parents who choose these options are required to provide their own student transportation.

4. Open Borders

In 2016, State Lawmakers removed school-district boundaries by allowing parents to enroll children in any public school beginning in 2017-18. School districts must accept most students if the school they want to attend has not reached capacity, according to Florida Statutes. If a school has more applications than openings, the law calls for schools to use a lottery to fill the spots.

5. Lottery Procedure to Determine Student Assignment

GCSD uses a lottery procedure, as necessary, to determine student assignment. Applications for choice schools and special programs are reviewed at the individual school level in accordance with each program's admissions criteria. Students are admitted to the program according to the available capacity in each program. In the case of too many requests for available slots in a special program or choice school, the district reserves the right to hold a lottery to determine admissions. The lottery process is designed to prevent the loss of more than five percent (5%) enrollment at any one school.

For purposes of continuity of educational choice, a student who enrolls or transfers under Controlled Open Enrollment may remain at the Controlled Open Enrollment School until the student completes the highest grade level at the school. After completion of the terminal grade of that school, the student must return to their zoned school or apply for and be granted another lottery selection through Controlled Open Enrollment. Students residing in another county must return to their school district in the absence of another lottery selection entitling them to enroll in another district school.

6. Appeals Process for Hardship Cases

Students may be allowed to attend a school other than their residentially zoned home school based on documented economic or medical hardship, or other documented reasons. A reassignment form must be completed, signed by both school administrators, and be submitted to the Parent Resource Center for review.

A hardship is defined as documented economic or medical factors that are beyond the student's and parent's/guardian's control that have a negative impact on the student's educational process, safety, mental health, or physical well-being. Upon receipt of a

hardship reassignment request, the Superintendent or his/her designee will afford the parent/guardian of the student an opportunity to present such evidence as may be appropriate. Thereafter, the Superintendent will make his/her recommendations to the Board. The Superintendent or his designee will furnish the parent/guardian of the student with a copy of his/her recommendation to the Board.

If the parent/guardian of the student wishes to appeal the recommendation of the Superintendent, they must submit a detailed statement specifying the basis for the disagreement to the Superintendent within ten (10) working days of receipt of the recommendation. If the Superintendent denies the reassignment appeal, the parent/guardian may appeal the decision to the Board at the next Board meeting. The parent/guardian must file for an appeal through the Board secretary prior to the meeting. The Superintendent will permit the student to remain at the current school until a decision is made by the Board. Parents choosing this option will be responsible for providing their own student transportation.

7. Procedures to Maintain Socioeconomic, Demographic, and Racial Balance

Gadsden County School District provides equal opportunity for school choice to all students in the district regardless of race, ethnicity or socio-economic status. To better ensure that participation in school choice supports socioeconomic, demographic and racial balance, Gadsden County Public Schools annually evaluate participation by race and free and reduced lunch eligibility and make changes accordingly.

8. Homeless Students

Pursuant to District School Board Policy 5111.01, (Homeless Students), any child in Gadsden County whose primary nighttime residence is in a supervised publicly or privately operated shelter for temporary accommodations, or in a public or private place not designated for, or ordinarily used for, continuing human habitation or is currently in foster care shall be entitled to enrollment in the Gadsden County School District at their school of origin, unless it is determined that it is not in the best interest of the child. The District's Homeless Liaison shall work in collaboration with the Department of Children and Families (DCF) to determine the school of origin for foster students. Student transportation to their school of origin will be provided within the school district. If the verified homeless situation is such that the student is crossing district lines, the Gadsden County Transportation Department will coordinate transportation between the district and neighboring districts.

9. Availability of Transportation

Except for homeless students or foster care students, it is the responsibility of the parent/guardian to provide transportation for students who chose to participate in a choice option and are approved to attend a school other than their residentially zone school. Transportation can be arranged by contacting Gadsden County's Transportation Department. Transportation provisions follow s. 1002.31(2) F.S.

10. Parental and Family Engagement

Encouraging and promoting strong parental and family engagement is a priority for every school and department throughout Gadsden County. Throughout the district, there are parent liaisons, community liaisons, instructional specialists, guidance counselors and other staff in positions to strengthen parental engagement. The district does not have specific parental engagement requirements for its public schools, however, individual programs at the schools may require parent participation.

11. Strategy for Establishing an Information Clearinghouse

Gadsden County has a full-time, year-round Family and Community Engagement Office (FACE) that serves as a clearinghouse for information on school choice opportunities for students. In addition, each school disseminates information and promotes their choice options. Information is provided to parents and to the community through parent communication links (Skylert), listservs, school mail-outs, individual program promotional materials, open houses at school sites, school visits, and through the district FACE Office.

12. Athletic Eligibility

A student participating in Controlled Open Enrollment choice program will be immediately eligible to participate in interscholastic and intra-scholastic extracurricular activities. However, a student may not participate in a sport if the student participated in that same sport at another school during that same school year, unless the student meets one of the following criteria:

1. Dependent child of active-duty military personnel whose move resulted from military orders
2. Child who has been relocated due to a foster care placement in a different school zone
3. Child who moves due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.
4. Authorized for good cause in district or charter school policy.

**FOR SCHOOL USE ONLY:**

Date Received: _____

Time Received: _____

Received By: _____

**Gadsden County School District
Controlled Open Enrollment
Student Performance Contract**

You have elected to attend a school in Gadsden County School District that is not your zoned school. Gadsden County School District is proud of its tradition of excellence and the academic accomplishments of our students. As such, you will be expected to adhere to certain standards and expectations.

For the 2025-2026 school year, I, _____, will be enrolling at
(Student Name)
_____ in the _____ grade rather than
(School Name) (Grade)

(Zoned School)

By signing this performance contract, we (student and parent), agree to abide by the following:

- 1) **Grades:** I understand that I must have a passing score in all core academic areas, a minimum of 2.0 cumulative GOA and a score indicating proficiency in each area on state mandate assessments.
- 2) **Attendance:** I understand that I must not have more than 3 unexcused absences within a 90-day period.
- 3) **Discipline:** I understand that I must not have any repeated discipline referrals or acts of violation of the Student Code of Conduct nor any suspensions or expulsion within the past calendar year.
- 4) **Behavior:** I understand that if I violate the Student Code of Conduct or school's policies, my child will be returned to his/her zoned school.
- 5) **Transportation:** I understand that I am responsible for providing transportation for my student. Transportation difficulties cannot interfere with my child's attendance and/or timely pick-up after school. If transportation issues become a barrier for my child's regular attendance or prompt pick-up, my child may be returned to his/her zoned school.

I understand that if I fail to comply with any one of these above statements, my Controlled Open Enrollment approval may be revoked, and I must return immediately to my home zoned school. I also understand that this performance contract is only valid for the current school year.

Student Signature_____
Date_____
Parent/Guardian Signature_____
Date

The student performance contract must be submitted with the Controlled Open Enrollment Application.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10d

DATE OF SCHOOL BOARD MEETING: October 28, 2025

TITLE OF AGENDA ITEM: Approval of the district's and schools' 2025-2026 Title I,
Parent and Family Engagement Plan (PFEP)

DIVISION: Family and Community Engagement

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The Family and Community Engagement Office is seeking approval of the district's and schools' 2025-2026 Title I, Parent and Family Engagement Plan, which also include each school's School Advisory Council (SAC) roster.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Gary Russ-Sills, MSW

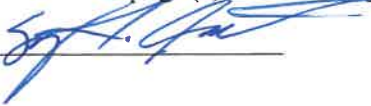
POSITION: Coordinator, Family and Community Engagement

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

REVIEWED BY: 



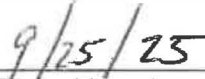
**2025-2026 District Title I, Part A
Parent and Family Engagement Plan (PFEP)**

I, Elijah Key, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for appropriate state and federal staff review. I further certify that all expenditures will be obligated on or after the effective date and prior to the project's termination date. 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 LEA will provide assistance and support in monitoring all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategy and activities are consistent with Section 1116 of Every Student Succeeds Act (ESSA). All Title I schools will receive onsite support from the district and help with improving and strengthening family engagement. In addition to frequent communication and school visits, the LEA will hold meetings/trainings to help Title I schools plan parent and family engagement activities.
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parent engagement are spent and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools after equitable provisions have been provided to participating private schools.
- The PFEP was jointly developed and revised with parents and school representatives during a monthly district meeting held by the LEA. Parent representatives from each school participated to improve the plan. Additionally, parents were welcome to submit comments and feedback regarding the plan to individual school sites at their Annual Title I meeting and directly to the school district via the Title I Advisory Council.
- Consistent with Section 1116, the LEA will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESSA, and each includes, as a component, a school-parent compact consistent with Section 1116(d) of the ESSA.
- If the LEA Plan for Title I, Part A, developed under Section 1116(c) of the ESSA, is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FLDOE.
- The LEA will provide Title I schools timely notices of the requirement to communicate the Parent Right to Know, which covers the requirement that allows parents to request qualifications of their children's teachers and information about the state assessment.
- The LEA will provide Title I schools in a timely manner of the Four Weeks to Parents, which notifies parents if their (child(ren)) are not being taught by a teacher that meets state certification requirements.


Signature of Superintendent


Date Signed

Mission: The mission of the Gadsden County School District is to collaborate with and engage all stakeholders in providing safe, caring, rigorous and engaging environments in which students can learn and succeed.

Response: The Gadsden County Schools Title I department positively impacts student achievement by providing support to students, schools, and parents. We believe parent and family engagement is necessary for student and school success.

Jointly Developed

Section 1116 of the Every Students Succeed Act (ESSA). Title I and designated district staff, principals, and parents will collaborate to monitor the district Parent and Family Engagement Plan (PFEP). The LEA has established a Title I School Advisory Council. The council's membership is comprised of parent representatives, school representatives, and administrators from each Title I School. SAC provides information to assist in outlining and addressing the needs of school communities. If changes are recommended, the plan will be presented in draft form to Title I school administrators and school-level parent involvement staff for input. As with other policies impacting schools, any potential changes to the policy or plan will be presented to the School Advisory Council (SAC) and other parent groups in place at each Title I school for review and input.

Technical Assistance

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1116(a)(2)(b and c) and 1116(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PFEP to ensure compliance with all requirements of Section 1116 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116(e)(14)].

Response: The LEA will meet with Title I, Part A schools to provide initial training and technical assistance on writing and implementing effective Parent and Family Engagement Plans and School-Parent Compacts. The LEA will schedule and provide ongoing training to its schools, as needed, to support the development and implementation of plans. Title I Part A district staff members are responsible for providing initial support and technical assistance to schools in developing a plan that complies with federal and state requirements as well as ongoing monitoring of plan implementation.

Discussions at Title I, Part A administrator meetings will occur to encourage sharing best practices. Title I, Part A parent liaison staff or a designee will attend districtwide parent involvement training and meetings. Title I, Part A, district staff members, will provide information about best practices to schools. In addition, each school will be encouraged to add Title I information and a parent resource page to the school's website that will provide parent notifications of activities and ways parents can get involved in their child's education. Each school is also encouraged to have a Parent Resource space or area.

The LEA will provide other reasonable support for parent and family engagement activities under Section 1116, as parents may request via the Community Meetings, SAC meetings, Title I school meetings/workshops for parents and families throughout the school year as well as the Title I Fall and Spring Parent Survey. Meeting agenda topics may include at home learning, effective parent and family engagement, reviewing and revising Gadsden County School District (GCCD) Title I PFEP, and parent and family engagement best practices. Parents and families will also be provided with information and materials in support of improving the academic achievement of their children. Additionally, parents and families will

be provided with information and training in the areas of technology use, life skills, and community service needs.

District staff will offer support to all Title I schools to monitor parent engagement. The LEA will provide parent and family engagement training during the school year and will be available to help plan and participate in school-based activities upon request. Title I office staff members will maintain an open-door policy and are available to assist schools and parents that need additional support. Title I staff members will also be involved in an ongoing review of research to gain knowledge of best practices in this area and will share this information with schools.

Coordination and Integration

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Title II, Title III, and Title IV, Part A) [Sections 118(a)(2)(C), 118(e)(1-14)].

Count	Program	Coordination
1	Title I, Part A: Improving the Academic Achievement of the Disadvantaged	The LEA will provide ongoing collaboration and coordination with all Title I school sites to increase effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. The LEA will provide various parent and family engagement trainings to address and support comprehensive needs of Title I schools and support coordination with other.
2	Title II: Enhancing Education Professional Learning, Effective Learning	The LEA will provide technical assistance and staff development to assist schools in developing effective teachers and administrators.
3	Title III, Part A: English Language Learners	The LEA will provide training for teachers and administrators to support families and maintain compliance.
4	Title IV, Part A: Student Support and Academic Enrichment	The LEA will provide ongoing support and academic enrichment to children in Title I schools.
5	Title V, Part B: Rural and Low-Income Schools (RLIS)	The LEA will help support Title II with effective instruction.
6	Academic Services	The LEA will collaborate with various departments to support training and enrichment opportunities for families.
7	School Accountability	The LEA will provide continuous assistance and monitoring of student progress to support student achievement.
8	Early Childhood Programs	The LEA will collaboratively include parents in parent and family engagement activities offered by the school, or one located near a Title I school attendance area.

Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Sections 118(a)(2)(C), 118(e)(1-14)].

Response: The LEA and stakeholders will meet annually for input into the development, revision, implementation, and evaluation of the existing District Parent and Family Engagement Plan.

The LEA will use a Title I Parent Survey developed by the Parent Coordinator to gather pre/post-implementation data during the 2023-2024 school year. The Parent coordinator will review the participation and implementation of each family engagement program in Title I schools annually. The data will be compiled in the Title I Annual Parent and Family Engagement Evaluation report in the spring of each year. The results are reviewed and shared at the first Title I Parent Engagement training each fall.

Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' capacity for strong parental involvement to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Sections 118(a)(2)(C), 118(e)(1-14)].

Count	Content & Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Time line	Evidence of Effectiveness
1	Content: Each school served under Title I, Part A will inform staff of their school's participation in the Title I, Part A program, explain the requirements of the Every Student Succeeds Act (ESSA) and develop a plan with emphasis on student academic achievement through parent and family engagement. Activity: Title I Training Sessions and Annual Title I Meeting	Family and Community Engagement (FACE) office and school site administrators	The information will lead to enhanced school staff understanding of the requirements of ESSA with emphasis on student achievement through parent and family engagement	Aug.-Dec. 2025	Agendas Sign-in sheets Handouts Infographics Presentations

2	Content: Each school served under Title I, Part A, will hold school-level meetings at flexible times to inform parents that the school is participating as a Title I, Part A school. During this meeting, information about Title I programs, including but not limited to state standards, curriculum, instruction, state assessments, school improvement plans as well as the LEA's Title I Plan components, are discussed. Input is requested from parents, and additional parent meetings are scheduled as needed. Activity: <i>Annual Title I Meeting; School-Level Parent Meeting.</i>	Family and Community Engagement (FACE) office and School Administrators	The annual parent meeting explains the school's participation in Title I, Part A programs, explains the Title I, Part A requirements, reviews the Title I and Parent and Family Engagement Plan and budget, as well as informs parents of their rights to be involved in these programs and decisions.	Sept. - Dec. 2025	Notifications Agendas Sign-in sheets Handouts Title I presentation
3	Content: Provide recommendations on goals and steps needed to improve the Title I program; develop and review the LEA Title I PFEP jointly with the district staff; and assist with orienting parents, attending the Annual Parent Meeting, to the benefits of Title I schoolwide programs, District meetings, and other parent meetings.	Family and Community Engagement (FACE) office and District Staff	The input and recommendations provided will be utilized to establish goals, initiatives, and activities that help support student academic achievement.	Aug. 2025 – June 2026	Flyer notifications Electronic communication Sign-in sheets Handouts Feedback forms Social media posts
4	Content: Provide information, meetings and training sessions (in-person or virtually), as well as offer onsite	Family and Community Engagement (FACE) office and District Staff	These meetings and sessions will lead to increased parental engagement in the development and	Aug. 2025 - June 2026	Flyer notifications Electronic communication Sign-in sheets Handouts

	technical support to assist school staffing effectively completing the Title I School-level PFEP. Activity: <i>Title I meetings, training sessions, and technical support assistance.</i>		review of the Title I School-level PFEP.		Presentations Title I School-level compliance reports School Climate survey results
5	Content: Compile information on how Title I schools are progressing in support of parent and family engagement via instructional delivery. The information gathered will assist in the development of the LEA and School-level PFEP for the upcoming school year. Activity: <i>GCS D Title I Parent and Family Engagement Survey</i>	Family and Community Engagement (FACE) office	The information provided will enhance the delivery of support services and strengthen the relationship between parents and the school in meaningful ways that support academic achievement.	Sept. 2025 – May 2026	
6	Content: Provide support to parents by engaging them with workshops, training, and activities to expand their knowledge and skills in ways that contribute to their child's overall well-being and academic success. Activity: <i>Family and Community Engagement (FACE) implementation of parent and student programming that focuses on student academics, as well as career development, ongoing participation in community engagement opportunities, life skills, and empowerment sessions (Parent & Family Community Meetings).</i>	Family and Community Engagement (FACE) office and Title 1 office	This will help develop and implement programs, workshops, training, and activities designed to empower parents with the skills needed to assist their children academically and socially.	Aug. 2025 – June 2026	Flyer notifications Sign-in sheets Agendas Handouts Presentations

Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, 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 (Section 1118 (e)(3)).

Count	Content & Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Content: The Title I Department will meet with Title I, Part A schools to provide technical assistance, support, and monitoring for school site staff to provide an effective parent and family engagement program for the school year. Activity: <i>Title I District training.</i>	District and Title I Staff; District Administration and School Principals	This training will enhance school site staff capacity to support student academic achievement via technical assistance and support.	August 2025 – June 2026	Agendas Sign-in sheets Handouts Presentations Follow-ups
2	Content: Share information with staff assigned to provide support to Title I schools regarding the requirements of ESSA, Section 1116, as well as best practices and strategies to increase parent and family engagement. Activity: <i>Title I District Training - 2025-2026 Title I Schoolwide Program & Parent Engagement vs Parent Involvement.</i>	Title I Department Director and select District Staff	These trainings will enhance staff understanding of implementation of Title I Parent and Family Engagement Program in support of student academic achievement.	August 2025 - June 2026	Agendas Sign-in sheets Handouts Presentations Follow-ups Social Media posts
3	Content: Provide informative meetings, training, and workshops to assist schools in	Family and Community Engagement (FACE) staff	This training will enhance school site staff understanding of the requirements	August 2025 – June 2026	Agendas Sign-in sheets Handouts Presentations Follow-ups

	effectively implementing the Title I Parent and Family Engagement Program. Activity: <i>Parent Liaison Training.</i>		of the Title I Parent and Family Engagement Program in support of student academic achievement.		
4	Content: Inform staff of their school's participation in Title I Schoolwide, Part A programs, explain the requirements of ESSA with emphasis on student academic achievement through parent and family engagement, as well as provide an overview of federal program. Activity: <i>Title I District Training for School Staff</i>	Family and Community Engagement (FACE) staff and School Administrators	This training will enhance staff understanding of the requirements of ESSA with emphasis on supporting student academic achievement through parent engagement.	September 2025	Agendas Sign-in sheets Handouts Presentations Follow-ups
5	Content: Promote adherence to local, state, and federal mandates regarding the implementation of the Title I Program. Activity: <i>Training for Principals of schools implementing the 2024-2025 Title I Schoolwide Program</i>	District Staff	This will enhance principals' understanding of the requirements of the Every Student Succeeds Act (ESSA) in support of student academic achievement through parent and family engagement.	August 2025 – June 2026	Agendas Sign-in sheets Handouts Presentations Follow-ups Assurance School-Parent Compact

Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and, to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

Response: The Gadsden County School District Title I PFEP will be provided to schools in English, Spanish, to offer full opportunities for the participation of all parents. The schools' Title I Annual Parent Meeting and/or parental meetings minutes and agendas will reflect discussions of the current District Title I PFEP, the Title I school level PFEP, and Title I School-Parent Compact. The District will make as many attempts as needed to inform parents of the importance of their participation via the following means of communication: school messenger, text messages, voicemails, U.S. Mail, listserv, social media, Title I Parent Newsletters, school marquee, flyers sent home via student backpack, television and/or radio announcements or other electronic correspondence to homes of parents of students participating in the Title I Schoolwide Program.

Reasonable efforts will be made to assist parents in their primary language and parents with special needs, to provide them with information regarding the rights of English as a Second language (ESOL) and children with exceptionalities. Information will be available to parents in their native language. Translators will be available to parents upon request at meetings, workshops, and conferences to ensure parents are able to participate in school activities as requested. The District and ESOL Office will work together to monitor changes or fluctuations in ESOL student populations and respond accordingly.

In the event of parents with disabilities, the school will consult with the Florida Diagnostic and Learning Resource System (FDLRS) or Gadsden County Schools Exceptional Student Education Department to make sure the parent has the support needed to fully participate. All schools will remain in compliance with the Americans Disabilities Act(ADA).

The district will ensure Title I schools receive the translation services needed as requested. The English Language Survey results will determine the number and specific needs for translations into languages other than English.

Discretionary Activities

The LEA parent/family engagement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school.

Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

Count	Barriers (Including Specific Subgroup)	Steps Schools Will Take To Overcome Barriers
1	Lack of communication (English Language Learners)	Schools will work to ensure that important information is shared multiple ways and on a regular basis.
2	Limited opportunities for parent engagement (Deaf/Hard of Hearing; Blind; Disabled)	Schools will use a variety of platforms to communicate opportunities for parent engagement.
3	Limited activities (before and/or after school)	Schools will use various platforms to advertise activities offered.
4	Limited academic resources	Schools will provide various resources to support at-home learning.

Nondiscrimination Notification and Contact Information

"No person shall on the basis of sex (including transgender, gender nonconforming and gender identity), marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pruriency, disability, military status or genetic information be denied employment, receipt of services, access to or participation in school activities or programs if qualified to receive such services, or otherwise be discriminated against or placed in a hostile environment in any educational program or activity including those receiving federal financial assistance, except as provided by law." No person shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society.

An employee, student, parent or applicant alleging discrimination with respect to employment, or any educational program or activity may contact:

Lisa Robinson, Assistant Superintendent for Academic Services
Gadsden County School District
35 Martin Luther King Jr. Blvd.
Quincy, Florida 32351
McCriffi@gcpsmail.com
850-627-9651 ext. 1278

Gary Russ-Sills, MSW, Coordinator of Family and Community Engagement (FACE)
Gadsden County School District
35 Martin Luther King Jr. Blvd.
Quincy, Florida 32351
russga@gcpsmail.com
850-627-9651 ext. 1292

Dr. Sonya Jackson, Director of Human Resources
Gadsden County School District
35 Martin Luther King Jr. Blvd.
Quincy, Florida 32351
jacksonson_s_a@gcpsmail.com
850-627-9651 ext. 1565



Plan de Participación de Padres y Familias (PFEP) del Distrito Título I, Parte A

Yo, Elijah Key, certifico que todos los hechos, cifras y declaraciones realizados en esta solicitud son verdaderos, correctos y consistentes con la declaración de garantías para estas exenciones. Además, se implementarán todos los estatutos, reglamentos y procedimientos aplicables; los requerimientos administrativos y programáticos; y los procedimientos para el control fiscal y el mantenimiento de registros, para asegurar la debida responsabilidad en el gasto de fondos de este proyecto. Todos los registros necesarios para respaldar estos requerimientos estarán disponibles para la revisión del personal estatal y federal correspondiente. Certifico asimismo que todos los compromisos financieros se realizarán en o después de la fecha de vigencia y antes de la fecha de terminación del proyecto. Las distribuciones se informarán solo cuando corresponda al presente proyecto y no se usarán como fondos de contrapartida en este ni en ningún otro proyecto especial, donde esté prohibido.

Garantías

- La Agencia Local de Educación (LEA) brindará asistencia y apoyo para supervisar todas las escuelas Título I, a fin de garantizar que se satisfagan los requisitos de participación familiar y que las estrategias y actividades de participación familiar cumplan con la Sección 1116 de la Ley “Every Student Succeeds Act” (ESSA). Todas las escuelas Título I contarán con apoyo en el sitio por parte del distrito para mejorar y fortalecer la participación familiar. Además de una comunicación frecuente y visitas escolares, la LEA realizará reuniones y capacitaciones para ayudar a las escuelas a planificar actividades de participación de padres y familias.
- La LEA involucrará a los padres de los niños atendidos en las escuelas Título I, Parte A en las decisiones sobre cómo se gastan el uno por ciento de los fondos Título I reservados para la participación de padres, y garantizará que no menos del 90 % de ese uno por ciento se destine directamente a las escuelas, una vez que se hayan aplicado disposiciones equitativas a las escuelas privadas participantes.
- El PFEP fue desarrollado y revisado de manera conjunta con padres y representantes escolares durante una reunión distrital mensual celebrada por la LEA. Representantes de padres de cada escuela participaron para mejorar el plan. Además, los padres pudieron enviar comentarios y retroalimentación sobre el plan en la reunión anual del Título I en cada escuela y directamente al distrito a través del Consejo Asesor del Título I.
- De acuerdo con la Sección 1116, la LEA trabajará con sus escuelas para asegurar que las políticas de participación de padres y familias a nivel escolar cumplan con los requisitos de la sección 1116(b) de la ESSA, incluyendo como componente un compact de escuela-padre conforme a la sección 1116(d) de la ESSA.
- Si el Plan LEA para Título I, Parte A (desarrollado conforme a la sección 1116(c) de la ESSA) no resulta satisfactorio para los padres de niños participantes, la LEA presentará cualquier comentario de los padres junto con el plan al enviarlo a la FLDOE.
- La LEA proporcionará a las escuelas Título I avisos oportunos sobre el requisito de comunicar el “Derecho de los Padres a Saber”, que incluye la posibilidad de que los padres soliciten información sobre las cualificaciones de los docentes de sus hijos y sobre las evaluaciones estatales.

- La LEA notificará en tiempo las “Cuatro Semanas a los Padres” (Four Weeks), lo cual informa a los padres si su(s) hijo(s) están siendo enseñados por un maestro que no cumple con los requisitos de certificación estatal.


Firma del Superintendente

9/25/25
Fecha

Misión: La misión del Distrito Escolar del Condado de Gadsden es colaborar con todos los participantes y comprometerlos para proveer ambientes seguros, atentos, rigurosos y atractivos en los que los estudiantes puedan aprender y tener éxito.

Respuesta institucional: El departamento de Título I de Gadsden County Schools impacta positivamente el logro estudiantil al brindar apoyo a estudiantes, escuelas y padres. Creemos que la participación de los padres y familias es necesaria tanto para el éxito estudiantil como escolar.

Desarrollo Conjunto (Jointly Developed)

Conforme a la sección 1116 de la ESSA, el personal distrito-designado de Título I, junto con directivos escolares y padres, colaborará para monitorear el PFEP del distrito. La LEA ha establecido un Consejo Asesor Escolar (School Advisory Council, SAC) de Título I, integrado por representantes de padres, representantes escolares y administradores de cada escuela Título I. El SAC brinda información para ayudar a delinear y abordar las necesidades de las comunidades escolares. Si se recomiendan cambios, el plan se presentará en borrador a los administradores de las escuelas Título I y al personal de participación parental a nivel escolar para recibir aportes. Al igual que otras políticas que afectan a las escuelas, cualquier cambio potencial será presentado al SAC y otros grupos parentales de cada escuela para revisión y aportes.

Asistencia Técnica (Technical Assistance)

La LEA reunirá a las escuelas Título I, Parte A para ofrecer capacitación inicial y asistencia técnica sobre la redacción e implementación de los Planes de Participación de Padres y Familias y los Compacts de Escuela-Padre. Se programará capacitación continua según sea necesario para apoyar el desarrollo e implementación de los planes. El personal distrital de Título I será responsable de brindar apoyo inicial y asistencia técnica, así como supervisar la implementación de los planes conforme a los requisitos federales y estatales.

En las reuniones administrativas de Título I se promoverá el intercambio de buenas prácticas. El enlace parental del distrito asistirá a capacitaciones y reuniones distritales. El personal distrital de Título I compartirá buenas prácticas con las escuelas. Además, se alentará a cada escuela a incluir información de Título I y una página de recursos para padres en su sitio web, y a contar con un espacio o área de Recursos para Padres.

La LEA proporcionará otro apoyo razonable para actividades de participación familiar que los padres soliciten, mediante reuniones comunitarias, reuniones del SAC, talleres escolares, y encuestas de otoño y primavera. Las agendas pueden incluir aprendizaje en el hogar, participación familiar efectiva, revisión del PFEP del distrito, entre otros. Se brindará información y materiales para mejorar el logro académico de los niños, incluyendo formación en tecnología, habilidades para la vida y servicio comunitario. El personal distrital ofrecerá apoyo para monitorear la participación parental, estará disponible para planear o participar en actividades escolares, mantendrá una política de puertas abiertas, y realizará una revisión continua de investigaciones sobre mejores prácticas para compartir con las escuelas.

Coordinación e Integración (Coordination and Integration)

La LEA coordinará e integrará las estrategias de participación familiar del Título I, Parte A con otros programas federales como Head Start, Early Reading First, Even Start, Parents as Teachers, HIPPY,

Voluntary Pre-K, y los Títulos II, III, IV-A, y V-B (RLIS), así como con Servicios Académicos, Responsabilidad Escolar y Programas de Primera Infancia. El objetivo es aumentar la eficacia, eliminar duplicaciones y reducir la fragmentación del programa.

Nº	Contenido & Actividad	Responsable	Impacto Esperado	Cronograma	Evidencia
1	Sesiones formativas y reunión anual para informar sobre ESSA y logros académicos mediante participación familiar	Oficina FACE y administradores escolares	Mejora de la comprensión del personal sobre ESSA y participación familiar	Ago-Dic 2025	Agendas, registros de asistencia, presentaciones
2	Reuniones a horarios flexibles para informar sobre Título I, estándares, evaluaciones, mejoramiento escolar y el PFEP	FACE y administradores escolares	Información clara para padres sobre participación y derechos	Sep-Dic 2025	Notificaciones, agendas, registros de asistencia
3	Recomendaciones sobre metas del PFEP, orientación conjunta con padres e inicio de reuniones informativas	FACE y personal distrital	Definir metas y estrategias que apoyen el logro estudiantil	Ago 2025-Jun 2026	Folletos, comunicaciones electrónicas, formularios de retroalimentación
4	Apoyo técnico en persona o virtual para completar el PFEP escolar	FACE y personal distrital	Mayores niveles de participación en el PFEP escolar	Ago 2025-Jun 2026	Comunicaciones, reportes de cumplimiento, encuestas sobre clima escolar
5	Encuestas sobre el progreso de participación familiar para orientar el PFEP siguiente año	Oficina FACE	Fortalecimiento del soporte y relación con padres	Sep 2025-May 2026	Encuestas, análisis de resultados
6	Talleres y acciones familiares centradas en bienestar académico, desarrollo profesional, habilidades vitales y empoderamiento parental	Oficina FACE y Título I	Empoderar a los padres en apoyo académico y social	Ago 2025-Jun 2026	Agendas, registros de asistencia, materiales utilizados

Evaluación Anual

Describa las acciones que tomará la Agencia Local de Educación (LEA, por sus siglas en inglés) para llevar a cabo, con la participación de los padres, una evaluación anual del contenido y la efectividad de esta política de participación parental en la mejora de la calidad académica de las escuelas que reciben fondos del Título I, Parte A [Secciones 118(a)(2)(C), 1118(e)(1-14)].

Respuesta: La LEA y las partes interesadas se reunirán anualmente para aportar ideas en el desarrollo, revisión, implementación y evaluación del Plan de Participación de Padres y Familias del Distrito.

La LEA utilizará una encuesta para padres del Título I, desarrollada por el Coordinador de Padres, para recopilar datos antes y después de la implementación durante el año escolar 2023-2024. El Coordinador de Padres revisará anualmente la participación y la implementación de cada programa de participación familiar en las escuelas del Título I. Los datos se recopilarán en el Informe Anual de Evaluación de Participación de Padres y Familias del Título I, que se presenta cada primavera. Los resultados se analizan y comparten durante la primera capacitación de participación de padres del Título I cada otoño.

Desarrollo de Capacidades

Si la LEA planea implementar actividades a nivel distrital, describa las acciones que tomará para desarrollar la capacidad de las escuelas y los padres para lograr una participación parental sólida, asegurando la participación efectiva de los padres y apoyando una asociación entre la escuela, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes [Secciones 118(a)(2)(C), 118(e)(1-14)].

Nº	Contenido y Tipo de Actividad	Responsable	Impacto Anticipado en el Rendimiento Académico del Estudiante	Cronograma	Evidencia de Eficacia
1	Contenido: Cada escuela que recibe fondos del Título I, Parte A, informará al personal sobre la participación de su escuela en dicho programa, explicará los requisitos de la Ley Cada Estudiante Triunfa (ESSA) y desarrollará un plan con énfasis en el rendimiento académico estudiantil mediante la participación de padres y familias. Actividad: Sesiones de capacitación del Título I y Reunión Anual del Título I.	Oficina de Participación Familiar y Comunitaria (FACE) y administradores escolares	La información proporcionada a mejorará la comprensión del personal escolar sobre los requisitos de ESSA, con énfasis en el logro académico mediante la participación de padres y familias.	Ago. – Dic. 2025	Agendas Hojas de registro de asistencia Folletos Presentaciones Infográficas

2	Contenido: Cada escuela del Título I, Parte A, celebrará reuniones escolares en horarios flexibles para informar a los padres que la escuela participa en el programa. En estas reuniones se discutirá información sobre estándares estatales, currículo, instrucción, evaluaciones estatales, planes de mejora escolar, así como los componentes del Plan del Título I de la LEA. Se solicitarán comentarios de los padres y se programarán reuniones adicionales según sea necesario. Actividad: Reunión Anual del Título I; Reunión Escolar de Padres.	Oficina FACE y Administradores Escolares	La reunión anual explicará la participación de la escuela en el programa Título I, Parte A, sus requisitos, el Plan y presupuesto de Participación de Padres y Familias, e informará a los padres sobre sus derechos a participar en decisiones relacionadas.	Sept. – Dic. 2025	Notificaciones Agendas Hojas de registro de asistencia Folletos Presentación del Título I
3	Contenido: Brindar recomendaciones sobre metas y pasos necesarios para mejorar el programa del Título I; desarrollar y revisar conjuntamente el PFEP del distrito con el personal del distrito; y ayudar a orientar a los padres sobre los beneficios de los programas escolares del Título I.	Oficina FACE y personal del distrito	Las recomendaciones se utilizarán para establecer metas, iniciativas y actividades que apoyen el rendimiento académico de los estudiantes.	Ago. 2025 – Jun. 2026	Notificaciones Comunicación electrónica Hojas de asistencia Folletos Formularios de retroalimentación Publicaciones en redes sociales
4	Contenido: Brindar información, reuniones y sesiones de capacitación (presenciales o virtuales), así como asistencia técnica en el	Oficina FACE y personal del distrito	Estas reuniones y sesiones aumentarán la participación	Ago. 2025- Jun. 2026	Notificaciones Comunicación electrónica Hojas de asistencia Folletos Formularios de

	lugar para ayudar al personal escolar a completar de manera efectiva el PFEP a nivel escolar. Actividad: Reuniones, capacitaciones y asistencia técnica del Título I.		de los padres en el desarrollo y revisión del PFEP a nivel escolar del Título I.		retroalimentación Publicaciones en redes sociales Title I School-level compliance reports School Climate survey results
5	Contenido: Recopilar información sobre el progreso de las escuelas del Título I en cuanto al apoyo a la participación familiar mediante la instrucción. La información recopilada ayudará al desarrollo del PFEP a nivel LEA y escolar para el próximo año escolar. Actividad: Encuesta de Participación de Padres y Familias del Título I de GCSD.	Oficina FACE	La información proporcionada a mejorará la prestación de servicios de apoyo y fortalecerá la relación entre padres y escuela de manera significativa para apoyar el rendimiento académico.	Sept. 2025 – May 2026	
6	Contenido: Brindar apoyo a los padres mediante talleres, capacitaciones y actividades para ampliar sus conocimientos y habilidades en formas que contribuyan al bienestar general y éxito académico de sus hijos. Actividad: Implementación de programas para padres y estudiantes enfocados en lo académico, desarrollo profesional, participación comunitaria, habilidades para la vida y sesiones de empoderamiento (Reuniones Comunitarias de Padres y Familias).	Oficina FACE y Oficina del Título I	Esto ayudará a desarrollar e implementar programas, talleres y actividades diseñadas para empoderar a los padres con habilidades necesarias para ayudar a sus hijos académica y socialmente.	Ago. 2025 – Jun. 2026	Notificaciones Comunicación electrónica Hojas de asistencia Folletos Formularios de retroalimentación Publicaciones en redes sociales

Capacitación del Personal

Describe las actividades de desarrollo profesional que la Agencia Local de Educación (LEA, por sus siglas en inglés) proporcionará, con la asistencia de las escuelas y los padres, para educar al personal sobre el valor y la utilidad de las contribuciones de los padres; cómo acercarse a ellos, comunicarse y trabajar con los padres como socios igualitarios; la implementación y coordinación de los programas para padres; y cómo fortalecer los vínculos entre los padres y la escuela [Sección 1118(e)(3)].

Count	Contenido y Tipo de Actividad	Responsable	Impacto Anticipado en el Rendimiento Académico del Estudiante	Cronograma	Evidencia de Eficacia
1	Contenido: El Departamento del Título I se reunirá con las escuelas participantes del Título I, Parte A, para brindar asistencia técnica, apoyo y monitoreo al personal escolar con el fin de implementar un programa efectivo de participación de padres y familias durante el año escolar. Actividad: Capacitación distrital del Título I.	Personal del Distrito y del Título I; Administración del Distrito y Directores Escolares	Esta capacitación aumentará la capacidad del personal escolar para apoyar el rendimiento académico de los estudiantes mediante asistencia técnica y apoyo.	Agosto 2025 – Junio 2026	Agendas Hojas de asistencia Materiales impresos Presentaciones Seguimiento
2	Contenido: Compartir información con el personal asignado para apoyar a las escuelas del Título I sobre los requisitos de ESSA, Sección 1116, así como prácticas recomendadas y	Director del Departamento del Título I y personal seleccionado del Distrito	Estas capacitaciones mejorarán la comprensión del personal sobre la implementación del Programa de Participación de Padres y Familias del Título I en apoyo al	Agosto 2025 - Junio 2026	Agendas Hojas de asistencia Materiales impresos Presentaciones Seguimiento Publicaciones en redes sociales

	estrategias para aumentar la participación de padres y familias. Actividad: Capacitación Distrital del Título I – Programa Escolar Integral del Título I 2025-2026 y Participación vs Involucramiento de Padres.		rendimiento académico.		
3	Contenido: Ofrecer reuniones informativas, talleres y capacitaciones para ayudar a las escuelas a implementar eficazmente el Programa de Participación de Padres y Familias del Título I. Actividad: Capacitación para Enlaces de Padres.	Personal de Participación Familiar y Comunitaria (FACE)	Esta capacitación mejorará la comprensión del personal escolar sobre los requisitos del Programa de Participación de Padres y Familias del Título I en apoyo al rendimiento académico de los estudiantes.	Agosto 2025 – Junio 2026	Agendas de Hojas de asistencia Materiales impresos Presentaciones Seguimiento
4	Contenido: Informar al personal escolar sobre la participación de su escuela en los programas escolares del Título I, Parte A, explicar los requisitos de ESSA con énfasis en el rendimiento académico estudiantil a	Personal de FACE y Administradores Escolares	Esta capacitación mejorará la comprensión del personal sobre los requisitos de ESSA, con énfasis en apoyar el rendimiento académico estudiantil mediante la	Septiembre 2025	Agendas de Hojas de asistencia Materiales impresos Presentaciones Seguimiento

	través de la participación familiar, y proporcionar una visión general del programa federal. Actividad: Capacitación Distrital del Título I para Personal Escolar.		participación de los padres.		
5	Contenido: Promover el cumplimiento de los mandatos locales, estatales y federales con respecto a la implementación del Programa del Título I. Actividad: Capacitación para Directores de escuelas que implementan el Programa Escolar Integral del Título I 2024-2025.	Personal del Distrito	Esta capacitación mejorará la comprensión de los directores sobre los requisitos de la Ley Cada Estudiante Triunfa (ESSA) en apoyo al rendimiento académico de los estudiantes mediante la participación de padres y familias.	Agosto 2025 – Junio 2026	Agendas Hojas de asistencia Materiales impresos Presentaciones Seguimiento Compromiso: • Convenio Escuela-Padres

Comunicación y Accesibilidad

Describa cómo la Agencia Local de Educación (LEA, por sus siglas en inglés) proporcionará oportunidades plenas para la participación de todos los padres en las actividades de participación parental (incluidos los padres con dominio limitado del inglés, discapacidades y niños migratorios). Incluya cómo la LEA planea compartir información relacionada con los programas escolares y de padres, reuniones, informes escolares y otras actividades en un formato comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres puedan entender [Secciones 1116(e)(5) y 1116(f)].

Respuesta: El Plan de Participación de Padres y Familias (PFEP) del Título I del Distrito Escolar del Condado de Gadsden se proporcionará a las escuelas en inglés y español, con el fin de ofrecer oportunidades plenas de participación para todos los padres. Las actas y agendas de la Reunión Anual de Padres del Título I de cada escuela y/u otras reuniones parentales reflejarán las discusiones sobre el PFEP del Título I a nivel distrital, el PFEP a nivel escolar y el Compromiso entre la Escuela y los Padres del Título I. El distrito hará tantos intentos como sean necesarios para informar a los padres sobre la importancia de su participación mediante los siguientes medios de comunicación: mensajes escolares automatizados, mensajes de texto, mensajes de voz, correo postal, listas de distribución, redes sociales, boletines informativos para padres del Título I, letreros escolares, volantes enviados en las mochilas de los estudiantes, anuncios de televisión y/o radio u otras formas electrónicas de comunicación dirigidas a los hogares de los estudiantes que participan en el Programa Escolar de Título I.

Se harán esfuerzos razonables para asistir a los padres en su idioma principal y a los padres con necesidades especiales, con el fin de proporcionarles información sobre sus derechos en relación con el inglés como segundo idioma (ESOL) y con los niños con discapacidades. La información estará disponible en el idioma nativo de los padres. Se dispondrá de traductores para los padres que lo soliciten durante reuniones, talleres y conferencias, a fin de garantizar su participación en las actividades escolares. El Distrito y la Oficina de ESOL trabajarán juntos para monitorear los cambios o variaciones en la población estudiantil de ESOL y responder en consecuencia.

En caso de padres con discapacidades, la escuela consultará con el Sistema de Recursos de Diagnóstico y Aprendizaje de Florida (FDLRS) o con el Departamento de Educación para Estudiantes Excepcionales del Condado de Gadsden para asegurarse de que el padre cuente con el apoyo necesario para participar plenamente. Todas las escuelas cumplirán con la Ley de Estadounidenses con Discapacidades (ADA).

El distrito se asegurará de que las escuelas del Título I reciban los servicios de traducción necesarios cuando se soliciten. Los resultados de la Encuesta de Idioma Inglés determinarán la cantidad y las necesidades específicas para las traducciones a idiomas distintos del inglés.

Actividades Discrecionales

El PFEP puede incluir actividades adicionales discrecionales en consulta con los padres para fortalecer su capacidad para involucrarse.

Barreras

Describe las barreras que impidieron la participación de los padres en las actividades de participación parental durante el ciclo escolar anterior. Incluya los pasos que tomará la Agencia Local de Educación (LEA, por sus siglas en inglés) durante el próximo ciclo escolar para superar dichas barreras y diseñar políticas de participación parental más eficaces (con especial atención a los padres con desventajas económicas, discapacidades, dominio limitado del inglés, alfabetización limitada o que pertenezcan a minorías raciales o étnicas) [Sección 1118(a)(2)(E)].

Barreras y Medidas Correctivas		
n.º	Barrera (incluido grupo específico)	Medidas para superar barreras
1	Falta de comunicación (familias de estudiantes aprendiendo inglés)	Reforzar comunicación múltiple y frecuente
2	Oportunidades limitadas de participación (sordos, ciegos, discapacitados)	Usar varias plataformas para informar actividades
3	Actividades limitadas (antes o después de clases)	Publicitar actividades en diversos medios
4	Recursos académicos limitados	Proveer recursos para apoyo en el hogar

Notificación de No Discriminación y Contacto

Se garantiza que ninguna persona será discriminada por motivos de género (incluyendo identidad de género), estado civil, orientación sexual, raza, religión, etnia, nacionalidad, edad, color, condición precaria, discapacidad, estatus militar o información genética en programas educativos, salvo excepciones legales. No se negará el acceso a grupos patrióticos como los Boy Scouts de América.

Para denuncias de discriminación, contactar a:

- Lisa Robinson, Subdirectora de Servicios Académicos
- Gary Russ-Sills, MSW, Coordinador FACE
- Dr. Sonya Jackson, Directora de Recursos Humanos

Todos con dirección en 35 Martin Luther King Jr. Blvd., Quincy, Florida 32351 y sus respectivos correos y teléfonos.

2025-2026 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Carter-Parramore Academy

I, Catina Simmons-Russ, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall 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

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.

- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a school-parent compact annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

C. L. Smith-Russ
Signature of Principal

9/21/05
Date

MISSION STATEMENT We are committed to providing a safe and inclusive environment where every student can thrive academically, socially, and emotionally. We believe in providing a well-rounded education that prepares students for the challenges and opportunities of a rapidly changing world.
INVOLVEMENT OF PARENTS <i>Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.</i> Carter-Parramore Academy involves stakeholders through the implementation of a School Advisory Council (SAC) with an annual Title 1 meeting, monthly community meetings, and various parent night out activities. School Board policy requires that all schools have an active SAC with the appropriate mix of stakeholders. School Advisory meetings will be held monthly at a time feasible for the committee. The annual Title 1 meeting will be scheduled in September and community meetings held at the Superintendent's discretion. Stakeholder input is recorded through SAC minutes and online parent, student and/or community surveys.
ACCESSIBILITY <i>Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.</i> Carter-Parramore Academy involves stakeholders through the implementation of a School Advisory Council (SAC) with an annual Title 1 meeting, monthly community meetings, and various parent night out activities. School Board policy requires that all schools have an active SAC with the appropriate mix of stakeholders. School Advisory meetings will be held monthly at a time feasible for the committee. The annual Title 1 meeting will be scheduled in September and community meetings held at the Superintendent's discretion. Stakeholder input is recorded through SAC minutes and online parent, student and/or community surveys.
1. What is your overall strategy for Parent Involvement in Student Achievement? <i>Include items from the assurances above that must be addressed in the PFEP.</i> • The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children. • The PFEP shall provide strategies to build ties between parents and the school. • The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it
<i>How will you build parent capacity?</i>

The school will employ an open door policy wherein parents may visit the Principal and staff at a time convenient for them. The school will keep parents informed of student progress, attendance and discipline regularly.
<i>What is the Activity or strategy you will be using?</i>
Parents will be invited to various Parent activities, invited on field trips and school meetings that address the needs of the students. Post secondary readiness planning meetings with the school counselor, students and parents to discuss postsecondary opportunities.
<i>How will you deliver the activity/strategy?</i>
Face to face, Powerpoint presentations, flyers, newsletters, and/or virtual meetings.
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Each semester
<i>Who will be facilitating or implementing the strategy/activity?</i>
School Administrators, Parent Liaison, Guidance Counselor, teachers and/or staff.
<i>What group will be receiving the content of the strategy/activity?</i>
All parents and teachers
<i>How are you going to let parents know that the activity is that is available to them?</i>
The District's Parent Portal through FOCUS, school flyers and/or social media will be utilized to communicate with parents.
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title I Parent Involvement, IDEA- Federal ESE, Title III, Part A- ELL, Title I, Part CMigrant Student Education, Title VI- Rural Education Program, Title IX Homeless Student Education, and Title II, Part A- Staff Training
<i>Why are you offering this activity/strategy?</i>
To inform parents of ways to assist with vocabulary and comprehension; to provide parents with the training and the tools to assist their children at home; and to provide parents with an understanding of the testing standards and how standards are scored so that they can work with children to reach higher expectations
<i>What is the impact you hope to achieve?</i>
Increased student achievement, parental involvement, improved student discipline and attendance.
<i>How will you document that the activity happened?</i>
Meeting/training agendas, sign-in sheets, meeting minutes, monthly attendance and discipline reports.

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
<i>How will you build parent capacity?</i>
Provide Information on the Title I Program, training module on building ties between parents and the school, and school advisory council meetings
<i>What is the Activity or strategy you will be using?</i>
Annual Title I Parent Meeting and/or School Advisory Council Meetings
<i>How will you deliver the activity/strategy?</i>
Face to Face
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
At the conclusion of each grading period.
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Parent Liaison, SAC
<i>What group will be receiving the content of the strategy/activity?</i>
Parents, students, teachers, staff, community
<i>How are you going to let parents know that the activity is available to them?</i>
Parent Portal, School marquee, flyers
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, and IDEA- Federal ESE SAC, Federal Programs Staff
<i>Why are you offering this activity/strategy?</i>
To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.
<i>What is the impact you hope to achieve?</i>
Increased Parental awareness of the Title I program
<i>How will you document that the activity happened?</i>

Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts

3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?

Include items from the assurances above that must be addressed in the PFEP.

The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.

How will you build parent capacity?

Provide assistance to parents of children served to understand State and local assessments.

What is the Activity or strategy you will be using?

Schedule individual parent meetings to discuss student progress and graduation options.

How will you deliver the activity/strategy?

Face to face parent training, virtual meetings, Title 1 Parent Meeting

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

Quarterly

Who will be facilitating or implementing the strategy/activity?

Principal and Guidance Counselor

What group will be receiving the content of the strategy/activity?

Parents

How are you going to let parents know that the activity is available to them?

Personal phone call, Skylert and/or notices sent home

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, Title III, Part A- ELL, and IDEA- Federal ESE

Why are you offering this activity/strategy?

To provide parent information and insight to assist students in preparation for standardized assessments.

What is the impact you hope to achieve?

Increased student performance and parental involvement

How will you document that the activity happened?

Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts

4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using? <i>Include items from the assurances above that must be addressed in the PFEP.</i> The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
How will you build parent capacity? Invite parents to Standards training, credit recovery training and/or assessment training to help parents understand the state standards and the curriculum used.
What is the Activity or strategy you will be using? Effective utilization of parent/teacher communication tool(s), understanding the Florida Standards Assessment Student Report, understanding i-Ready diagnostic report, understanding STAR diagnostic, Parent Teacher Expos, provide other resources that eliminate barriers to greater participation, enhance parent resource center at the school, and SAC meetings
How will you deliver the activity/strategy? Face to face parent trainings, Title 1 annual meeting, SAC
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.) Each semester
Who will be facilitating or implementing the strategy/activity? Principal, Guidance Counselor, ESE Department
What group will be receiving the content of the strategy/activity? Parents, teachers and staff
How are you going to let parents know that the activity is that is available to them? Newsletter, school marquee, social media
Who are you going to coordinate with to offer the activity or implement the strategy? Title I, Family and Parent engagement, and district staff
Why are you offering this activity/strategy? To provide assistance to parents of children served on how to understand the state standards and the curriculum used.
What is the impact you hope to achieve? Improved parental awareness and student outcomes.
How will you document that the activity happened? Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts Sign-in sheets

5. How will you provide parents with an understanding about how to help their children at home and how to improve academically? <i>Include items from the assurances above that must be addressed in the PFEP.</i> The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement. The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
How will you build parent capacity? Provide assistance to parents of children served to understand how to help their children at home and how to improve academically.
What is the Activity or strategy you will be using? Effective utilization of parent/teacher communication tool(s), understanding the Florida Standards Assessment Student Report, understanding i-Ready diagnostic report, understanding STAR diagnostic, Parent Teacher Expos, provide other resources that eliminate barriers to greater participation, enhance parent resource center at the school, and SAC meetings
How will you deliver the activity/strategy? Literacy workshops, Intervention training, Parent Portal training
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.) Quarterly
Who will be facilitating or implementing the strategy/activity? Principal, Guidance Counselor, Social Worker
What group will be receiving the content of the strategy/activity? Parents
How are you going to let parents know that the activity is that is available to them? Skylert, school and district website, and flyers or invitations
Who are you going to coordinate with to offer the activity or implement the strategy? Title I, Family and Parent engagement, and district staff
Why are you offering this activity/strategy? Provide assistance to parents of children served to understand how to help their children at home and how to improve academically.

<i>What is the impact you hope to achieve?</i>
Increased student achievement
<i>How will you document that the activity happened?</i>
Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts

6. How will you provide assistance to parents in understanding how to monitor their child's progress? <i>Include items from the assurances above that must be addressed in the PFEP.</i> Provide training and resources to help parents work with their children at home to improve their academic achievement <i>How will you build parent capacity?</i> Providing assistance to parents of children served to understand how to monitor their child's progress. <i>What is the Activity or strategy you will be using?</i> Effective utilization of parent/teacher communication tool(s), Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report, Understanding STAR diagnostic, Parent Teacher Expos, Provide other resources that eliminate barriers to greater participation, Enhance Parent Resource Center at the School, School Advisory Council Meetings <i>How will you deliver the activity/strategy?</i> Parent Training, Parent / Teacher Conference, and Data Chat meetings <i>What is the timeframe for when the activity/strategy will be implemented?</i> (i.e., annually, quarterly, each semester, monthly, etc.) Quarterly <i>Who will be facilitating or implementing the strategy/activity?</i> Principal, School Counselor <i>What group will be receiving the content of the strategy/activity?</i> Parents, teachers, and staff <i>How are you going to let parents know that the activity is that is available to them?</i> Skylert, school and district website, and flyers or invitations <i>Who are you going to coordinate with to offer the activity or implement the strategy?</i> Title I, Family and Parent engagement, and district staff
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<i>Why are you offering this activity/strategy?</i>
To provide assistance to parents of children served to understand how to monitor their child's progress.
<i>What is the impact you hope to achieve?</i>
Improved student achievement
<i>How will you document that the activity happened?</i>
Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts
7. <i>How will you provide teachers and staff with training to understand the value parents can bring to the school?</i>
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Provide training to teachers and staff to understand the value parents can bring to the school.
<i>How will you build parent capacity?</i>
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations.
<i>What is the Activity or strategy you will be using?</i>
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations.
<i>How will you deliver the activity/strategy?</i>
Parent Training, Parent / Teacher Conference, and Data Chat meetings
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Parent Liaison, Guidance Counselor
<i>What group will be receiving the content of the strategy/activity?</i>
Parents, teachers, staff
<i>How are you going to let parents know that the activity is that is available to them?</i>
Skylert, school and district website, and flyers or invitations
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>

Title I, Family and Parent engagement, and district staff
<i>Why are you offering this activity/strategy?</i>
Provide training to teachers and staff to understand of the value parents can bring to the school.
<i>What is the impact you hope to achieve?</i>
Increased student achievement
<i>How will you document that the activity happened?</i>
Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts

8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
CPA will strive to build the capacity of all parents and families throughout the year by various activities and learning opportunities.
<i>How will you build parent capacity?</i>
CPA will provide both internal and external workshops and activities that strengthen these relationships throughout the school year
<i>What is the Activity or strategy you will be using?</i>
Report Card Conferences: Teachers will conduct individual conferences to discuss the student's test results, expectations, progress toward benchmarks, and individual needs. Connect Phone Messages: Increased parental awareness of school events and participation. Community Forums: Parents and students will have access to information about school events/ activities
<i>How will you deliver the activity/strategy?</i>
Face-to-Face Meetings Virtual Meetings Telephone Contact
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Guidance Counselor, Teachers, and Staff
<i>What group will be receiving the content of the strategy/activity?</i>
All stakeholders
<i>How are you going to let parents know that the activity is that is available to them?</i>

Connect Phone Messages • Flyers • Email • Home-to-School and School-to-Home Communication • School Website
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
District Parent Engagement Liaison
<i>Why are you offering this activity/strategy?</i>
To facilitate collaborative relationships with parents of children served to understand how to monitor their child's progress
<i>What is the impact you hope to achieve?</i>
Build strong partnerships between the home and school to increase student achievement
<i>How will you document that the activity happened?</i>
Parent survey, Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts

9. <i>What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home?</i>
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
CPA will strive to build the capacity of all parents and families throughout the year by various activities and learning opportunities.
<i>How will you build parent capacity?</i>
CPA will provide both internal and external workshops and activities that strengthen these relationships throughout the school year
<i>What is the Activity or strategy you will be using?</i>
Report Card Conferences: Teachers will conduct individual conferences to discuss the student's test results, expectations, progress toward benchmarks, and individual needs. Connect Phone Messages: Increased parental awareness of school events and participation. Community Forums: Parents and students will have access to information about school events/ activities
<i>How will you deliver the activity/strategy?</i>
Face-to-Face Meetings Virtual Meetings Telephone Contact
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly
<i>Who will be facilitating or implementing the strategy/activity?</i>
Parent Liaison

<i>What group will be receiving the content of the strategy/activity?</i>
Parents, students, teachers and staff.
<i>How are you going to let parents know that the activity is that is available to them?</i>
• Connect Phone Messages • Flyers • Email • Home-to-School and School-to-Home Communication • School Website
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Office of Community Engagement
<i>Why are you offering this activity/strategy?</i>
To provide assistance to parents of children served to understand how to monitor their child's progress
<i>What is the impact you hope to achieve?</i>
Build strong home to school partnerships between the home and school to increase student achievement
<i>How will you document that the activity happened?</i>
Parent surveys, Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts

<i>10. What did you say you were going to do last year in your PFEP to help parents?</i>
<i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i>
Provide assistance to parents of children served to help better understand state academic standards.
<i>What was the Activity?</i>
Parent training, title I annual meetings, SAC meetings, and teacher conferences
<i>How often did you offer it?</i>
Quarterly
<i>How many parents and/or staff participated?</i>
14
<i>What was the goal of the activity?</i>
Provide information on parent engagement and educational programs, training module on parent value and contributions, and school advisory council meetings.
<i>What outcomes did you see as a result of the activity?</i>
Slight increase in student achievement, parental participation.

11. What did you say you were going to do last year in your PFEP to help parents?
<i>Review the activities you said you were going to do in last year's PFEP. List all activities separately.</i>
Providing assistance to parents of children served to understand the requirements of Title I.
<i>What was the Activity?</i>
Parent conferences, Parent/student data chats
<i>How often did you offer it?</i>
Twice per student
<i>How many parents and/or staff participated?</i>
Varied 0-40
<i>What was the goal of the activity?</i>
Inform parents/student of state standards and requirements for high school graduation
<i>What outcomes did you see as a result of the activity?</i>
Increase in student scores on state assessments and parent participation.

12. What did you say you were going to do last year in your PFEP to help parents?
<i>Review the activities you said you were going to do in last year's PFEP. List all activities separately.</i>
Provide assistance to parents to help better understand how to monitor their child's progress.
<i>What was the Activity?</i>
Parent training, parent/teacher conference, Guidance conferences.
<i>How often did you offer it?</i>
Quarterly
<i>How many parents and/or staff participated?</i>
15-20
<i>What was the goal of the activity?</i>
Help parents understand how they may be able to assist their children at home and monitor their progress at school.
<i>What outcomes did you see as a result of the activity?</i>
Increase student achievement and parental engagement.

13. What did you say you were going to do last year in your PFEP to help parents?
<i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i>
CPA will strive to build the capacity of all parents and families throughout the year by various activities and learning opportunities.
<i>What was the Activity?</i>
Report card conferences, data chats, community forums.
<i>How often did you offer it?</i>
Quarterly
<i>How many parents and/or staff participated?</i>
Varied 20-40
<i>What was the goal of the activity?</i>
Build parental capacity
<i>What outcomes did you see as a result of the activity?</i>
Increased parental involvement. improved student achievement.

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training

- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training and collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

School Advisory Council Membership Roster

School Year 202-2026

Telephone #: 850-627-6030

Site Administrator Signature

SAC Chairperson's Signature

School: Carter-Parramore Academy

Gadsden Central Academy

Date:

Date:

Henry Gunn
Henry Gunn

9/30/2025

10/1/2025

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Mrs. Catina Simmon-Russ	631 S. Stewart Street Quincy, FL 32351	850-627-6030	F	B	Site Administrator	District
Henry Gunn	P.O. Box 1314 Quincy, FL 32353	850-251-0765	M	B	Chair	Peer Elect
Rev. Charles Flowers	799 Friday Road Quincy, FL 32352	850-766-2883	M	B	Vice Chair	Peer Elect
Frances Harrell	P.O. Box 123 Quincy, FL 32353	850-445-5260	F	B	Secretary	Peer Elect
Gary Russ-Sills	35 MLK Quincy, FL 32351	850-627-9651	M	B	Community Member	Peer-Elect
Mr. Ron Green	100 North Adams St. Quincy, FL 32351	850-322-2349	M	B	Business Partner	Peer Elect
Alma Venisee	P.O. Box 105 Quincy, FL 32353	850-270-2003	F	B	Community Member	Peer Elect
Richard & Tracy Lockwood	1850 St. Hebron Road Quincy, FL 32351	850-508-1333	M	B	Business Partner	Peer Elect
Abdul Howard	2252 Killearn Center Blvd. Tallahassee, FL 32309	850-668-3700	M	B	Business Partner	Peer Elect
Joe Harris	1017 W. Clark St. Quincy, FL 32351	850-570-1952	M	B	Parent	Peer Elect
Melvin Collins	631 S. Stewart St. Quincy, FL 32351	850-728-4049	M	P	Parent	Peer Elect
Reshard Davis	631 S. Stewart Street Quincy, FL 32351	850-879-0823	M	B	Student	Peer Elect
Randall Estelle	631 S. Stewart Street Quincy, FL 32351	850-627-6030	M	B	Educational Support	Peer Elect
Ms. Jeanne Gunn	631 S. Stewart St. Quincy, FL 32351	850-210-4417	F	B	Instructional Representative	Peer Elect
Mr. Barkley Lewis	631 S. Stewart St. Quincy, FL 32351	850-895-6637	M	B	Parent Liaison	Peer Elect
Shenila Boles	631 S. Stewart St. Quincy, FL	850-627-6030	F	B	Student	Peer Elect
Sarita Baker	631 S. Stewart St. Quincy, FL 3231	850-627-6030	F	B	Parent	Peer Elect

Crossroad Academy

I, Tiresia Galloway, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate 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(39), ESEA;
- 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 [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116
- 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, 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 [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [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 not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)]; and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.

Signature of Principal or Designee

09/30/25
Date Signed

MISSION STATEMENT

Crossroad Academy Charter School believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement in the school's educational planning and operations. This policy seeks to strengthen the partnership among all our parents/guardians, staff, school, the community and the board of Directors by providing for parents' involvement in decision making as members of the school-based planning teams, local parent groups, and county-wide committees. Developing training programs that help the individual parent support their child at home will further strengthen this partnership.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

Crossroad Academy will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I school-wide program. Other parent meetings will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I for their input on activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand

Crossroad Academy provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is close coordination between the school and the ESOL/EL/Migrant offices to provide appropriate services and to ensure connections to service providers are made available to parents upon identified need. Spanish translators are provided at all parent meetings and are available upon request for any other parent activities. All Skylert messages are in English and Spanish and any acronyms in written correspondence are identified and explained. Spanish translations are provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. Crossroad is a school and parent friendly facility. Parents are provided information during Open House regarding the availability of parent involvement opportunities and resources. Crossroad Academy collaborates to make sure every opportunity is given to all families for participation in parent involvement activities and to have access to important resources in a language parents can understand.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and Parental Involvement and Student Achievement

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity	Impact of Activity	
Florida Standards Assessment- Mathematics Grades 3-8	Improve Mathematics Achievement	Improve by 6%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher	All Parents, Teachers	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation, Campus Display	Title I, Part A- Parent Involvement, Title II, Part A- Staff Training, Title III, Part A- ELL, Title IX Homeless Student Education, State Voluntary Pre-K, IDEA- Federal ESE	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training	CRA believes involving parents in all aspects of its	

Handouts, Copies of Communication Tool Used	educational program so they can assist the school in helping ensure all student succeed academically.	
Building Capacity to Support Parents' Involvement in School		
2. Shall provide assistance to parents of children served to understand State and local assessments.		
Building Capacity Activity	Impact of Activity	
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8, i-Ready Diagnostic English Language Arts, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, Florida Standards Assessment- 8th Grade Science, End of Course Exam- Biology, Understanding the Florida Standards Assessment Student Report, Parent Teacher Expos, School Advisory Council Meetings, Effective utilization of parent/teacher communication tool(s)*	Improve parent involvement program, Improve Parent Participation Rates	Improve by 10%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher	All Parents, Teachers	
Timeline of Activity		
Calendar Timeframe	Time of Day	
Second Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Title I Annual Meeting, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement, Title IX Homeless Student Education, Title III, Part A- ELL, State Voluntary Pre-K, IDEA- Federal ESE	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra, To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments	
3. Shall provide assistance to parents of children served to understand the requirements of Title I.		
Building Capacity Activity	Impact of Activity	
Provide Information on the Title I Program, Training module on parent value and contributions, Provide other resources that eliminate barriers to greater participation	Improve knowledge of the Title I Program	Improve by 15%
Person(s) Delivering Content	Person(s) Receiving Content	
Assistant Principal, Guidance Counselor, School Advisory Council Chair, Teacher	All Stakeholders	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm),	

Weekend (9 a.m. - noon)		
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website	Title I, Part A- Parent Involvement, Title III, Part A- ELL, Title IX Homeless Student Education, IDEA- Federal ESE, State Voluntary Pre-K	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the	
Building Capacity to Support Parents' Involvement in School		
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.		
Building Capacity Activity	Impact of Activity	
English Language Arts Standards, Mathematics Standards, I-Ready Diagnostic- English Language Arts, Provide information on Parent Engagement and Educational Programs	Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent	All Parents, Teachers	
Timeline of Activity		
Calendar Timeframe	Time of Day	
Second Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference, Data Chat meetings		
Communication Tools	Coordination with:	
Flyer or Invitation, Backpack, Skylert, Email	Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE	
Evidence of Activity	Reason for Activity	
Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)	To improve student achievement in academic areas	
Building Capacity to Support Parents' Involvement in School		
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
Building Capacity Activity	Impact of Activity	
Science Standards	Improve Science Achievement	Improve by 34%
Person(s) Delivering Content	Person(s) Receiving Content	
Teacher, Parent Services Team, Guidance Counselor	All Parents	

Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent / Teacher Conference, Staff Training		
Communication Tools		Coordination with:
Flyer or Invitation		Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State Voluntary Pre-K
Evidence of Activity		Reason for Activity
Meeting Minutes, Parent/Teacher Conference Completed Forms (Sampling)		To ensure all parents understand how to improve their child(ren) academic performance
Building Capacity to Support Parents' Involvement in School		
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.		
Building Capacity Activity		Impact of Activity
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations		Improve Parent Participation Rates Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team		Teachers, Professional Learning Team, Other Staff
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Online Self-guided Training, Professional Learning Community		
Communication Tools		Coordination with:
Flyer or Invitation, Email		Title II, Part A- Staff Training
Evidence of Activity		Reason for Activity
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		To ensure all teachers know how to effectively communicate and work with parents and colleagues
Building Capacity to Support Parents' Involvement in School		
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.		
Building Capacity Activity		Impact of Activity
Training module on communicating with parents or diverse		Improve parent satisfaction Improve by 5%

populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions		
Person(s) Delivering Content		Person(s) Receiving Content
Guidance Counselor, Professional Learning Team, Consultant		Teachers
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter, Second Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training		
Communication Tools		Coordination with:
Flyer or Invitation, School or District Website, Email		Title II, Part A- Staff Training
Evidence of Activity		Reason for Activity
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda		To improve ties between home and school , To improve communication between home and school
Building Capacity to Support Parents' Involvement in School		
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.		
Building Capacity Activity		Impact of Activity
Training module on building tie between parents and the school		Improve Parent Participation Rates, Improve parent involvement program
		Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Guidance Counselor, Professional Learning Team, Parent Services Team		Teachers, School Administrators, Other Staff
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter, Second Quarter		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Online Self-guided Training, Professional Learning Community		
Communication Tools		Coordination with:
Flyer or Invitation, Email		Title II, Part A- Staff Training, Title I, Part A- Parent Involvement
Evidence of Activity		Reason for Activity
Meeting/Training Sign-in Sheets, Meeting/Training Agenda		To improve ties between home and school
Building Capacity to Support Parents' Involvement in School		
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.		
Building Capacity Activity		Impact of Activity
Provide other resources that eliminate barriers to greater		Improve Parent Participation
		Improve by 5%

participation, Provide childcare at activity to eliminate barriers to greater participation		Rates, Improve parent satisfaction, Improve parent involvement program	
Person(s) Delivering Content		Person(s) Receiving Content	
Principal		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Third Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference			
Communication Tools		Coordination with:	
Campus Display on Marquee, Skylert, Flyer or Invitation, School or District Website		Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To increase parent participation at school-level meetings	
Building Capacity to Support Parents' Involvement in School			
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.			
Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs		Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Parent Services Team		All Stakeholders, Community Members	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Evening (6:00pm-8:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation		Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To improve parent relations with the school district	
EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION			

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Back to school Events	2	500

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
Shared student progression in regards to classwork and assessment data	Parents were informed on the changes in standards and curriculum for the school year and how to best help their students at home. The faith-based community informed parents on after school programs and tutoring services offered at their churches. Research has shown that when parents and community join forces, student academics is positively affected.

BUILDING CAPACITY ADDRESSED

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Building Ties between home and School	3	300

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Staff participated in parent -communication professional development; This activity including role playing and how to handle parent-teacher conferences. When parents and teachers foster positive relationships, students benefit from the support of both stakeholders.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent involvement training	1	100

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Staff were trained on a variety of ways to involve parents in their child's

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Curriculum Expectations	2	50-100

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Informed parents of school curriculum expectations

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
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Parent Expo		3	400
ESTABLISHED GOAL	ACTUAL OUTCOME(S)		
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Informed parents of student progress		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS	
Parent Partner Program	1	50-100	
ESTABLISHED GOAL	ACTUAL OUTCOME(S)		
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Students will gain assistance from parents which will impact their achievement		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS	
Parent Volunteer/Conference	1	50	
ESTABLISHED GOAL	ACTUAL OUTCOME(S)		
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Parents are made aware of their child's academic progress so that they will be able to continuously monitor progress to ensure academic success		
Activities Not Implemented			
none			



CROSSROAD ACADEMY CHARTER SCHOOL OF BUSINESS



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Dr. Tireshia Galloway, Principal

2025-2026 SAC Committee

Name	Title (ex. Parent or community member)	Email Address	Contact Number
Tireshia Galloway	Principal	gallowaytireshia@gcpsmail.com	(850) 662-2141
Mary Rivers	Teacher	blackmon-riversm@gcpsmail.com	
A'Kayla Gilliam	Student	akayla.gilliam@gcpskids.com	
Jamiron Richardson	Business Leader	jamiron.richardson1@gmail.com	
Timothy Cole	Community Leader/Parent	tlcole@tds.net	
Clifton Robinosn	Parent	clifton_robinson@yahoo.com	
Tawanna Simmons	Parent	simmonstawanna@gmail.com	
Fredia Houston	Parent	fredla35@yahoo.com	

Meeting Dates & Time

All meetings will take place at 5:30 p.m. via zoom

September 25, 2025

October 30, 2025

January 29, 2026

February 26, 2026

March 26, 2026

May 28, 2026

2024-2025 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: George W. Munroe Elementary

I, Germaine Kirkland, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall 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

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

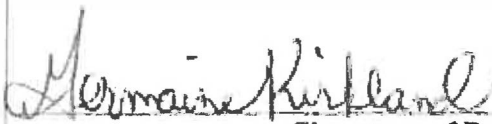
Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP

- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and training.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.


Signature of Principal

10/10/25
Date

MISSION STATEMENT

We will provide intentional high-quality instruction that increases student learning and teacher growth through professional collaboration for all learners in a respectful and safe school environment.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

George W. Munroe Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) has the responsibility for developing, implementing, and evaluating the School Improvement Plan (SIP) and Parent Involvement Plan (PIP), now known as the Parent Family Engagement Plan (PFEP). During the first SAC meetings, Title I pamphlets are provided along with the Florida Standards. The school involves parents in discussions regarding how funds will be used by seeking parents' ideas and suggestions for the expending of the funds during the first meeting of SAC. Funds are allotted according to the different goals and training during the first semester of school. The SAC along with all other parents provide input into the development, implementation, and evaluation of the PFEP. The annual Title I parent meeting provides information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting also informs parents about school and district grades, curriculum, school choice, and other assistance their child will receive by virtue of being in a Title I school-wide program. Parent meetings, some of which will be grade-level specific, and expos are held throughout the school year especially to seek parental involvement and their input regarding how the school invests federal dollars in parent activities. During the quarterly SAC meetings, input is solicited from Council members and all parents in attendance regarding specific goals they have for the school and in decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the SIP. Parents are also surveyed at least once for Title I and with school-based surveys for their input on activities and expenditures for activities that support the PFEP and parent activities.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

George W. Munroe Elementary School provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos, flyers, Skylert messages and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodation is provided during parental activities for special populations. There is close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school with the assistance of the district communicates to parents via the Skylert communication system, newsletters, flyers, school marquee, phone calls, news materials and training to help parents work with their children to improve their children academics achievement. Forums including Open House, SAC meetings and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents in the first month of school in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly speak in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand deliver letters to parents' homes to keep them fully aware of George W. Munroe Elementary School happenings, especially issues regarding their children.

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

The overall strategy is to provide parents with more opportunities for active parent engagement and involvement in children's education, improving student achievement.

How will you build parent capacity?

English Language Arts Standards, BEST Standards Assessment- English Language Arts, Mathematics Standards, provide other resources that eliminate barriers to greater participation, provide information on Parent Engagement and Educational Programs, Understanding the Florida Standards Assessment Student Report, and School Advisory Council Meetings.

What is the Activity or strategy you will be using?

Engage parents in workshops, meetings and chats with their students and teachers.

How will you deliver the activity/strategy?

Parent Training, Title I Annual Meeting, Parent/Teacher Conference, School Advisory Council Meeting and grade level specific parent night events.

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

Quarterly throughout the school year beginning with the first quarter.

Who will be facilitating or implementing the strategy/activity?

Teacher, Principal, Assistant Principal, Resource Teachers, Guidance Counselor and Social Worker.

What group will be receiving the content of the strategy/activity?

Parents, teachers and community members.

How are you going to let parents know that the activity is that is available to them?

Flyers, Newsletters, Campus Display on Marquee, Skylert, School or District Website, Social Media Outlets and teacher classroom apps such as Remind and/or Dojo.

Who are you going to coordinate with to offer the activity or implement the strategy?

District Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, IDEA- Federal ESE, Title IX Homeless Student Education, State Voluntary Pre-K, Headstart- Federal Pre-K, Early Learning Coalition

Why are you offering this activity/strategy?

To help increase the knowledge of the B.E.S.T. Standards, increase the knowledge and understanding of the FAST PM1-PM3 Assessments, ensure early learners are fully prepared with skills necessary to make the successful as students in upper-level grades.

What is the impact you hope to achieve?

Improve English Language Arts Achievement by at least 15%; improve the number of early learners prepared for grade 3 by at least 15%.

How will you document that the activity happened?

Surveys, agendas, photos, meeting minutes and sign-in sheets.

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?

Include items from the assurances above that must be addressed in the PFEP.

Shall provide strategies to build ties between parents and the school

Shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.

How will you build parent capacity?

Parents will understand the purpose of Title I, an overview of Every Student Succeeds Act, and an explanation of the Parent's Right to Know Act.

What is the Activity or strategy you will be using?

Title I Annual Parent Night

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

Annually

Who will be facilitating or implementing the strategy/activity?

Principal, Assistant Principals, and support staff

What group will be receiving the content of the strategy/activity?

Parents and families of students in grades PK-4

How are you going to let parents know that the activity is that is available to them?

Flyers, Skylert, Display on School Marquee, School Facebook Page

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition

Why are you offering this activity/strategy?

To provide parents with an overview and purpose of Title I schools and programs and provide them with their Parent Rights

What is the impact you hope to achieve?

An an increase in parent attendance at Family Engagement events as a result of their understanding of Title I Federal Programs

How will you document that the activity happened?

Surveys, agendas, photos, and sign-in sheets

3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?

Include items from the assurances above that must be addressed in the PFEP.

Shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.

How will you build parent capacity?

Parents will receive an overview of the Florida Assessment of Student Thinking.

What is the Activity or strategy you will be using?

We will build parent capacity through engaging trainings on the state benchmarks and how they are assessed

Parents will receive training on how to monitor student progress through the Focus Portal

Provide parents with sample assessment items

How will you deliver the activity/strategy?

F.A.S.T Assessment Night

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

Annually

Who will be facilitating or implementing the strategy/activity?

Principal, Assistant Principal, Teacher, and Guidance Counselor

What group will be receiving the content of the strategy/activity?

Parents of students who are in grades PK - 4

How are you going to let parents know that the activity is that is available to them?

Flyers, Skylert, Display on School Marquee, School Facebook Page

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition

Why are you offering this activity/strategy?

To build parents' understanding of state and local assessments

To increase parents' understanding of school report cards

What is the impact you hope to achieve?

An increase in student achievement as a result of parents gaining an in-depth understanding state benchmarks and assessments.

How will you document that the activity happened?

Surveys, agendas, photos, and sign-in sheets

4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using? <i>Include items from the assurances above that must be addressed in the PFEP.</i>
Shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work
How will you build parent capacity?
Provide parents with an overview of B.E.S.T standards
What is the Activity or strategy you will be using?
Provide parents with strategies for assisting their child with mastering the B.E.S.T standards.
How will you deliver the activity/strategy?
3rd and 4th grade Parent Get to Know the Standards Night
What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Per semester
Who will be facilitating or implementing the strategy/activity?
Principal, Assistance Principals, Teacher
What group will be receiving the content of the strategy/activity?
Parents of students in grades PK-4
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To increase parent knowledge of the B.E.S.T framework To equip parents with strategies for improving their child's achievement
What is the impact you hope to achieve?
To improve student mastery of B.E.S.T standards To improve student achievement through parents' ability to monitor progress.
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets

5. How will you provide parents with an understanding about how to help their children at home and how to improve academically?

Include items from the assurances above that must be addressed in the PFEP.

Shall provide training and resources to help parents work with their children at home to improve their academic achievement

How will you build parent capacity?

Provide parents with strategies that can be implemented at home to support with literacy

Increase parent knowledge of early literacy behaviors

Provide parents with an overview of technology that supports literacy such as Accelerated Reader, iReady, and Splash Learn

What is the Activity or strategy you will be using?

Provide parents will be given an opportunity to explore technology that supports with literacy such as Accelerated Reader, iReady, and Splash Learn

Parents will participate in a Book Walk to receive free children's books

How will you deliver the activity/strategy?

School Family Literacy Night

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

Annually

Who will be facilitating or implementing the strategy/activity?

Principal, Assistant Principals, Teachers

What group will be receiving the content of the strategy/activity?

Parents of students in grades PK-4

How are you going to let parents know that the activity is that is available to them?

Flyers, Skylert, Display on School Marquee, School Facebook Page

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition

Why are you offering this activity/strategy?

To increase student achievement in English Language Arts

What is the impact you hope to achieve?

An improvement in STAR Early Literacy scores

An increase in English Language Arts proficiency

How will you document that the activity happened?

Surveys, agendas, photos, and sign-in sheets

6. How will you provide assistance to parents in understanding how to monitor their child's progress?

Include items from the assurances above that must be addressed in the PFEP.

Shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work

How will you build parent capacity?

Increase parents' understanding of adaptive technology resources that are available to students
Provide parents with an overview of iReady student data reports

What is the Activity or strategy you will be using?

Train parents on how to monitor their child's progress using iReady tools and reports.
Increase parents' understanding of STAR Assessment reports.
Provide parents with a tutorial on viewing local assessment data through Focus

How will you deliver the activity/strategy?

Flyers, Skylerts, social media Blogs of information and parent conferences

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

Each Semester

Who will be facilitating or implementing the strategy/activity?

Principal, Assistant Principals, and Teachers

What group will be receiving the content of the strategy/activity?

Parents of students in PK-4

How are you going to let parents know that the activity is that is available to them?

Flyers, Skylert, Display on School Marquee, School Facebook Page

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I Part A-Parental Involvement, Title I Part C -- Migrant Student Education, IDEA -- Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart -- Federal Pre-K, Early Learning Coalition

Why are you offering this activity/strategy?

To provide parents with strategies that can be used to effectively monitor student progress

What is the impact you hope to achieve?

An increase in student achievement through parental involvement

How will you document that the activity happened?

Surveys, agendas, photos, and sign-in sheets

7. How will you provide teachers and staff with training to understand of the value parents can bring to the school?

Include items from the assurances above that must be addressed in the PFEP.

Shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents -- working with them as equal partners and encouraging them to fully participate in the education of their children. Shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards

How will you build parent capacity?

Provide parents with resources to assist students at home with improving both literacy and math skills.

What is the Activity or strategy you will be using?

Provide teachers with resources and strategies that can be shared with parents
Build teacher capacity on increasing student and parent accountability through data chats and parent conferences.

Increase teacher capacity on Robert Marzano's Protocols for Teaching

How will you deliver the activity/strategy?

Pirate Teacher Expo

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

Each semester

Who will be facilitating or implementing the strategy/activity?

Principal and Assistant Principals

What group will be receiving the content of the strategy/activity?

All teachers

How are you going to let parents know that the activity is that is available to them?

Flyers, Skylert, Display on School Marquee, School Facebook Page

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition

Why are you offering this activity/strategy?

To increase in-home learning resources available through professional development seminars

What is the impact you hope to achieve?

To improve student achievement in Mathematics and Literacy through parent-teacher communication

How will you document that the activity happened?

Surveys, agendas, photos, and sign-in sheets

8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?

Include items from the assurances above that must be addressed in the PFEP.

Shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards

Shall provide strategies to build ties between parents and the school

How will you build parent capacity?

Providing parents with knowledge of community and school resources available to students and their families

Involve parents in key decision-making regarding Title I expenditures.

What is the Activity or strategy you will be using?

Increase parental involvement opportunities

Provide parents with an overview of the 2024-2025 Parent Family Engagement Plan

Provide parents with vital workshops such as the importance of School Attendance, Cybersafe Tips, Incentives for Behavior Management and Self-esteem Building, etc...

How will you deliver the activity/strategy?

School Advisory Council Meetings

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

Quarterly

Who will be facilitating or implementing the strategy/activity?

School Advisory Chair, Principal, Assistant Principals, School Guidance Counselor and School Social Worker

What group will be receiving the content of the strategy/activity?

Parents and Families

How are you going to let parents know that the activity is that is available to them?

Flyers, Skylert, Display on School Marquee, School Facebook Page

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, HeadStart – Federal Pre-K, Early Learning Coalition

Why are you offering this activity/strategy?

To build ties between the school and the community

To strengthen communication between parents and the school

What is the impact you hope to achieve?

To increase parental involvement by ten percent

How will you document that the activity happened?

Surveys, agendas, photos, and sign-in sheets

9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home?

Include items from the assurances above that must be addressed in the PFEP.

Shall provide strategies to build ties between parents and the school.

Shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents

How will you build parent capacity?

Increase parent understanding of resources available to remove barriers for both families and students.

What is the Activity or strategy you will be using?

Develop parent training in collaboration with School Advisory Council

Training module on parent value and impact

Provide that eliminate barriers between students and success

How will you deliver the activity/strategy?

School Advisory Council Meetings, Report Card Night, Literacy Night,

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

Quarterly

Who will be facilitating or implementing the strategy/activity?

School Advisory Councils, Principal, Assistant Principals, School Social Worker, School Guidance Counselor

What group will be receiving the content of the strategy/activity?

Parents and Community Members

How are you going to let parents know that the activity is that is available to them?

Flyers, Skylert, Display on School Marquee, School Facebook Page

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition

Why are you offering this activity/strategy?

To increase parent understanding of community resources available to families

To involve parents in key decision making

What is the impact you hope to achieve?

Provide resources that eliminate barriers

Increase parental involvement

How will you document that the activity happened?

Surveys, agendas, photos, and sign-in sheets

10. What did you say you were going to do last year in your PFEP to help parents?

Review the activities you said you were going to do in last year's PFEP.

List all activities separately

Parent Engagement Nights

Parent Trainings

What was the Activity?

Third Grade Parent Night

How often did you offer it?

Each Semester

How many parents and/or staff participated?

Approximately 20-25 participants

What was the goal of the activity?

To build parent capacity on State Assessments and Student Accountability

What outcomes did you see as a result of the activity?

As a result, student achievement increased in both English Language Arts and Mathematics for third grade students.

11. What did you say you were going to do last year in your PFEP to help parents?

Review the activities you said you were going to do in last year's PFEP.

List all activities separately

Collaborating with parents to improve student achievement

Increase Parent Participation at school-level meetings

What was the Activity?

Parent Expo

How often did you offer it?

Quarterly

How many parents and/or staff participated?

20-25 participants

What was the goal of the activity?

Empower parents with resources to assist their child(ren) with strategies that will lead to increased student achievement

What outcomes did you see as a result of the activity?

Increase in parent involvement

12. What did you say you were going to do last year in your PFEP to help parents?

Review the activities you said you were going to do in last year's PFEP.

List all activities separately

Provide parents with opportunities to discuss their child's academic progress with teachers.

What was the Activity?

Title I Annual Meeting

How often did you offer it?

Annually

How many parents and/or staff participated?

Approximately 25 participants

What was the goal of the activity?

To increase parent knowledge of the Title I Program Rights To Know

To provide parents with an overview of the school's Parent and Family Engagement Plan

What outcomes did you see as a result of the activity?

As a result, student achievement increased in both English Language Arts and Mathematics, which caused the school grade to increase from a

13. What did you say you were going to do last year in your PFEP to help parents?

Review the activities you said you were going to do in last year's PFEP.

List all activities separately

Providing parents with an opportunity to provide input on school-wide decisions

What was the Activity?

School Advisory Council Meetings

Parent Nights

Skyler Calls

How often did you offer it?

Quarterly

How many parents and/or staff participated?

Ranged from 25-30 participants

What was the goal of the activity?

To increase parental involvement

To build ties between parents and teachers

What outcomes did you see as a result of the activity?

Increased parent and community involvement.

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

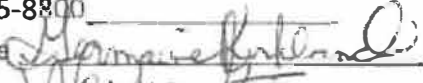
- ELA training

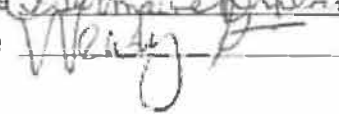
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training on collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

School Advisory Council Membership Roster

School Year 2025-2026 School George W. Munroe

Telephone 850-875-8800

Principal's Signature  Date 10/10/25

SAC Chair Signature  Date 10/16/25

Name	Address	Phone#	Gender	Race	Position	Method of Selection
Wendy Gee	360 Dusty Rd Quincy, FL 32352	850756329 3	F	B	Chair Parent	Elected
Marcus Thomas	10797 Flat Creek Rd Quincy, FL 32351	850544466 4	M	B	Vice Chair Community Member	Elected
Quineldra Jackson	912 Martin Luther King Jr. Blvd Quincy, FL 32351	850702693 4	F	B	Secretary Parent	Elected
Arecely Figueroa	2190 Havana Hwy Quincy, FL 32351			H	Parent	
Charles Salem	911 East Magnolia Dr. Quincy, FL 32351	850743881 8	M	B	Parent	

Oksana Salem	911 East Magnolia Dr. Quincy, FL 32351	850743881 8	F	B	Parent	
Floribel Hernandez	214 Selman Rd Quincy, FL 32351	909278060 3	F	H	Parent	
Kendra Perry	538 Peck Betts Rd Quincy, FL 32352	850544197 0	F	W	Parent	
Kiara Williams	199 Goldwire Rd Quincy, FL 32351	850321638 6	F	B	Parent	
Luis Figueroa	2190 Havana Hwy Quincy, FL 32351	448242541 4	M	H	Parent	
Maritza Romero	129 Del Rio Dr Quincy, FL 32351	850566413 9	F	H	Parent	
Michelle Jefferson	11591 Old Federal Rd Quincy, FL 32351	850445268	F	B	Parent	

		8				
Nena Delafuente					Parent	
Aryonna Horne	195 Washington Ave Havana, FL 32333	850354397 3	F	B	Parent	
Shanda Wright			F	B	Community Member	

2025--2026 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Havana Magnet School

I, **Thelma T. Hickman**, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall 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

PART I MEETING

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

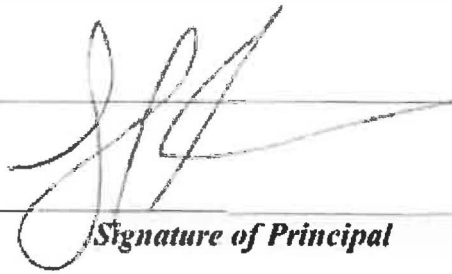
Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.

- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and training.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.


Signature of Principal

Sept 30 2025

*Date***MISSION STATEMENT**

At **Havana Magnet School**, we are committed to cultivating a community of **self-driven learners** who think critically, act responsibly, and take full ownership of their educational journey. We strive to foster a learning environment that promotes **intellectual curiosity, independent thinking, and positive engagement**, where every student is empowered to reach their fullest academic and personal potential.

We proudly accept the challenge and responsibility to educate every student, every day, without exception. Our dedicated faculty and staff work collaboratively to provide high-quality instruction, personalized support, and equitable learning opportunities that are grounded in Florida's state standards and aligned with college and career readiness.

In this spirit of excellence, we recognize the vital role that families play in the success of our students. We aim to strengthen our bond with parents and guardians by positioning ourselves as true partners in education. By building trusting, respectful relationships and maintaining open lines of communication, we can more effectively support students both at school and at home.

To further connect with our community, **Havana Magnet School** will serve as a hub of educational and cultural enrichment. Through curriculum nights, fine arts showcases, and community-centered events, we invite families to become active participants in the life of the school. These efforts will foster a sense of belonging and shared purpose that extends beyond the classroom walls.

Our mission is clear:

To provide a rigorous, nurturing, and inclusive learning environment where students feel safe, supported, and inspired to achieve excellence—academically, socially, and emotionally. At Havana Magnet School, we don't just teach students—we empower leaders, thinkers, and lifelong learners who are ready to make a positive impact in their communities and beyond.

Together, we will move **Onward and Upward... Ready, Set, Go... Blast off to Excellence**

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

Havana Magnet School (HMS) firmly believes that **parents are critical partners in the success of their children** and should be actively involved in making decisions that impact both Title I programs and overall student achievement. We are committed to fostering strong, collaborative relationships with parents and families, ensuring they are fully informed, engaged, and empowered as active participants in the educational process.

The **School Advisory Council (SAC)** plays a central role in this partnership by developing, implementing, and evaluating the **School Improvement Plan (SIP)** and the **Parent and Family Engagement Plan (PFEP)**. All parents are given the opportunity to review and provide input on these plans prior to approval, ensuring that their perspectives are integrated into the goals and strategies of the school. The SAC also determines how Title I funds are allocated based on student achievement data, school culture goals, and community needs.

Parent Communication and Engagement

HMS is committed to involving parents in an **organized, ongoing, and timely manner** through multiple forms of communication, ensuring that families remain informed and engaged. Methods include:

- **Home-to-school and school-to-home communication** in English and other languages as needed
- Flyers and newsletters distributed regularly
- **HMS Parent and Guardian Remind messages** for instant updates
- School website and email communication
- Social media platforms (e.g., Facebook, Instagram, Twitter/X)
- Classroom-level Remind messages

These tools ensure that all parents are kept up to date on important information, upcoming events, and opportunities for involvement.

Parent Participation in Decision-Making

Parents and families play a key role in planning, reviewing, and improving Title I programs, as well as in deciding how funds will be used. HMS facilitates this involvement through the following:

- **School Advisory Council (SAC) Meetings** (held quarterly and open to all parents)
- **Parent Expo Meetings** (designed to showcase student learning and share strategies to support students at home)
- **Annual Title I Parent Meeting** (to review Title I programming, parent rights, and teacher qualifications)
- **Capacity-building activities** that empower parents with tools to support student learning
- **Reviewing academic data**, previous PFEPs, and parent surveys to identify needs and evaluate progress

During SAC meetings, Title I pamphlets and Florida Standards are distributed to parents to ensure they are aware of program goals and expectations. The first SAC meeting of the year focuses on reviewing Title I allocations and soliciting parent ideas and suggestions regarding funding priorities. Title I funds are then allotted to support academic achievement and school culture goals based on parent input and student data.

Annual Title I Meeting and Parent Training

The **Annual Title I Parent Meeting** serves as a cornerstone of parental involvement. During this meeting, parents receive:

- Information about Title I programs and services
- An overview of their rights to be involved in decision-making
- Teacher and paraprofessional qualification information
- Details about curriculum, state and local assessments, and student progress monitoring
- Information about school choice options and additional support programs

In addition, **quarterly parent meetings** provide ongoing opportunities for parents to review academic data, student progress, and the PFEP. Parents of students identified as low-performing will also participate in semi-quarterly conferences to discuss interventions and targeted supports.

Building Parent Capacity

HMS seeks to build the capacity of parents to support their child's academic success through the following strategies:

- Establishing strong **relationships with teachers and administrators**
- Administrative participation in parent conferences to model collaborative problem-solving
- Providing **bi-directional communication channels** with teachers (via Remind, Class Dojo, email, and phone)
- Distributing **supplemental instructional materials** for parents to use at home
- Offering training sessions to help parents understand:
 - **State academic standards and local assessments**
 - How to **monitor student progress** and interpret data
 - Strategies for **improving student achievement at home**
- Sharing best practices for creating a positive home learning environment

Accessibility and Inclusion

HMS is committed to ensuring that **all parents, regardless of background or circumstance, have full access to parent involvement activities and information.** We provide the following supports to include all subgroups (ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent):

- Translating all essential documents into Spanish and other languages as reported by families
- Providing translators during meetings and conferences as needed
- Ensuring that informational materials are written in **clear, understandable language**
- Offering accommodations (e.g., interpreters, special seating arrangements, transportation assistance) for families with unique needs
- Coordinating closely with **district ESOL/EL/Migrant offices** and community service providers to meet the needs of families requiring additional support

All informational documents (e.g., PFEP, SAC minutes, newsletters) are posted online, shared through Remind and social media, and available in print. Monthly calendars are distributed digitally and in print to encourage maximum participation.

Ongoing Evaluation

Parent feedback is a cornerstone of continuous improvement at HMS. Parents are surveyed at least once each year regarding Title I programs and activities. Surveys collect parent input on:

- Activities and expenditures supporting the PFEP
- Parent engagement activities they find most valuable
- Goals they would like the school to pursue in the upcoming year

This feedback is reviewed by the SAC and school leadership team to guide decision-making and ensure parent voices directly influence school priorities.

Overall Strategy for Parent Involvement in Student Achievement

HMS's overarching strategy is to engage parents as **active partners** in the learning process by:

1. Inviting parents to quarterly meetings and conferences aligned with report card distribution
2. Offering additional conferences and communication for students identified as needing extra support
3. Empowering parents through training, access to instructional materials, and clear information about standards and assessments
4. Ensuring all parents have the opportunity to participate in school decisions through SAC, PFEP development, and Title I planning
5. Providing equitable access to all programs and communication, ensuring no parent is left out due to language, disability, or other barriers

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: FSE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Havana Magnet School will coordinate and integrate parent and family engagement programs and activities through a host of planned events throughout the school year. These activities will teach parents how to help their child(ren) at home through the implementation of various best-known practices that are linked to learning. Below you will find the delineated program and coordination for each school-based program. HMS will continually hold meetings where

information will be presented about the Title I programs, curriculum, and academic assessment during the month of September. Parents will obtain information about the school wide

programs, how to set up conferences with teachers, and will have opportunities to participate in decisions on these topics, they will receive a copy of the PFEP. Parents will obtain the parent handbook, which includes information that is more detailed. Parents will be able to visit the classrooms during these meetings. Teachers will provide additional information on the

Subjects they teach home-school folders and how parents can help at home. Teachers will maintain sign-in sheets. Teachers will also prepare an information packet for all the parents that were not able to attend. HMS provides full opportunities for participation in parental involvement activities to all parents, students, and community members.

HMS will hold quarterly meetings where information will be presented regarding the Title I programs, curriculum, and academic assessment. Parents will obtain information about the school wide programs, community partnerships, communication norms, and will have opportunities to participate in decisions on these topics. Parents will obtain the student Code of Conduct handbook, which includes more detailed information. Parents will be able to visit the classrooms during these meetings. Teachers will provide additional information on the subjects they teach, home-school folders and how parents can help at home. Teachers will maintain sign-in sheets. Information packets will be sent home with students for parents who are unable to attend.

HMS provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Social media and mass messaging systems (i.e. Remind, SkyAlert) are employed to ensure consistent communication regarding all school events. A monthly calendar is provided via these platforms to encourage maximum involvement. Accommodations are provided during parent activities for special populations. There is a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. The school with the assistance of the district communicates to parents via the SkyAlert communication system, newsletters, flyers, newly purchased digital signs, phone calls, news materials and training to help parents work with their children to improve their children's academic achievement. Forums including Open House, SAC, and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoke in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of Chattahoochee Elementary School happenings, especially issues regarding their children

1. What is your overall strategy for Parent Involvement in Student Achievement?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Parents will be invited to quarterly parent meetings to discuss student progress following the issuance of report cards from each grading period. In addition, students identified as low-performing will have semi-quarterly conferences to discuss interventions and support.
How will you build parent capacity?
Parents will be empowered via the establishment of relationships with teachers, administrative participation in parent conferences, and bi-directional communication with teachers via messaging applications. Parents will also be provided with access to supplemental materials for use at home. Provide assistance to parents of children served to understand State academic standards. Provide assistance to parents of children served to understand State and local assessments. Providing assistance to parents of children served to understand how to monitor a child's progress.. Providing assistance to parents of children served to understand how to improve their child's achievement.
What is the Activity or strategy you will be using?
The main activity for parent engagement in student achievement and building capacity is the involvement of parents in semi-quarterly conferences and the provision of supplemental materials.
How will you deliver the activity/strategy?
Title I Annual Meeting, Professional Learning Community, School Advisory Council Meeting, Parent Training
What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
First Quarter, Second Quarter, Third Quarter, Fourth Quarter
Who will be facilitating or implementing the strategy/activity?
Teachers
What group will be receiving the content of the strategy/activity?
All Parents
How are you going to let parents know that the activity is that is available to them?
Flyer or Invitation
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title III, Part A- ELL, Title IX Homeless Student Education, IDEA- Federal ESE
Why are you offering this activity/strategy?
To make parents aware of state assessments and their parental rights.
What is the impact you hope to achieve?

Improve Parent Participation Rates

Improve attendance at mandatory Parent Nights to 15% of parents.

How will you document that the activity happened?

Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?

Include items from the assurances above that must be addressed in the PFER.

Parents are invited to an annual Title I meeting where the purpose of the Title I programs and use of funding are discussed.

How will you build parent capacity?

Parents will be invited to join advisory council

What is the Activity or strategy you will be using?

Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings

How will you deliver the activity/strategy?

Title I Annual Meeting, Parent Training, School Advisory Council Meeting

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

First Quarter

Who will be facilitating or implementing the strategy/activity?

Director of Federal Programs, Parent Services Team

What group will be receiving the content of the strategy/activity?

All Stakeholders

How are you going to let parents know that the activity is available to them?

School or District Website, Flyer or Invitation

Who are you going to coordinate with to offer the activity or implement the strategy?

Parent Involvement Resource Center, Title I, Part A- Parent Involvement

Why are you offering this activity/strategy?

To make parents aware of the funding provided to the public schools with low-income families. To make parents aware of the funding provided to the public schools with low-income families and give them an opportunity for input.

What is the impact you hope to achieve?

Improve knowledge of the Title I Program

Improve parent participation by 5%
<i>How will you document that the activity happened?</i>
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card? <i>Include items from the assurances above that must be addressed in the PFEP.</i> A Parent Expo will be held that focuses specifically on the guidelines for the State Progress Monitoring Assessment, provides the schedule for groups of students, and requests support from home with regard to test preparation. <i>How will you build parent capacity?</i> Parents are provided with access to the F.A.S.T. parent portal, and the links to the practice tests appropriate for their students' grade level. <i>What is the Activity or strategy you will be using?</i> Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8, Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report <i>How will you deliver the activity/strategy?</i> School Advisory Council Meeting, Title I Annual Meeting <i>What is the timeframe for when the activity/strategy will be implemented?</i> (i.e., annually, quarterly, each semester, monthly, etc.) Second Quarter <i>Who will be facilitating or implementing the strategy/activity?</i> Principal, Resource Teacher <i>What group will be receiving the content of the strategy/activity?</i> All Stakeholders. Parents of At-Risk Students <i>How are you going to let parents know that the activity is available to them?</i> Backpack, Campus Display on Marquee, Flyer or Invitation <i>Who are you going to coordinate with to offer the activity or implement the strategy?</i> Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State Voluntary Pre-K, Head Start- Federal Pre-K <i>Why are you offering this activity/strategy?</i> Based on student data from last year, less than 50% of our students are proficient in Reading. <i>What is the impact you hope to achieve?</i> Improve English Language Arts Achievement Improve by 10% in grades 3-8 <i>How will you document that the activity happened?</i> Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes
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4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using?

Include items from the assurances above that must be addressed in the PFEP.

At Parent Expos, parents are provided with information regarding the state assessed standards. Student work is displayed, and connection to the standards is highlighted.

How will you build parent capacity?

Parents will be provided with at-home-assignments that encourage their involvement in and understanding of the standards and the associated assignments. This will encourage them to be involved in the process of standards mastery.

What is the Activity or strategy you will be using?

Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings

How will you deliver the activity/strategy?

Title I Annual Meeting, Parent Training, School Advisory Council Meeting

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

First Quarter

Who will be facilitating or implementing the strategy/activity?

Director of Federal Programs, Parent Services Team

What group will be receiving the content of the strategy/activity?

All Stakeholders

How are you going to let parents know that the activity is that is available to them?

School or District Website, Flyer or Invitation

Who are you going to coordinate with to offer the activity or implement the strategy?

Parent Involvement Resource Center, Title I, Part A- Parent Involvement

Why are you offering this activity/strategy?

To make parents aware of the funding provided to the public schools with low-income families. To make parents aware of the funding provided to the public schools with low-income families and give them an opportunity for input.

What is the impact you hope to achieve?

Improve knowledge of the Title I Program
Improve parent participation by 5%

How will you document that the activity happened?

Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

5. How will you provide parents with an understanding about how to help their children at home and how to improve academically? <i>Include items from the assurances above that must be addressed in the PFEP.</i> In addition to the exposure to standards at Parent Expos and through homework assignments, teachers will provide options that are learner-based (i.e. iReady teacher assigned lessons) as means of remediation at home. How will you build parent capacity? Parents who have access to the internet at home will be able to monitor their students' progress without having to provide instruction, and can aid in ensuring that academic gaps are closed. What is the Activity or strategy you will be using? Understanding i-Ready Diagnostic Report, Understanding the Florida Standards Assessment Student Report How will you deliver the activity/strategy? Parent / Teacher Conference, Parent Training What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.) Second Quarter Who will be facilitating or implementing the strategy/activity? Principal, Resource Teacher What group will be receiving the content of the strategy/activity? All Parents How are you going to let parents know that the activity is available to them? Skylert, Flyer or Invitation, Email Who are you going to coordinate with to offer the activity or implement the strategy? Title II, Part A- Staff Training Why are you offering this activity/strategy? To show parents their child's strengths and areas of need down to the sub-skill level. This report helps pinpoint the area of the target. What is the impact you hope to achieve? Improve English Language Arts Achievement Improve by 5% in grades 3-8 How will you document that the activity happened? Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes
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6. How will you provide assistance to parents in understanding how to monitor their child's progress?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
The STAR assessment and iReady assessment provide parent letters that describe, in detail, how students score and what their strengths and weaknesses are. These parent reports are provided to all parents.
How will you build parent capacity?
In administrative conferences, parents receive a detailed analysis of the parent reports, and materials to use in support of the recommendations made by the diagnostic results.
What is the Activity or strategy you will be using?
Understanding Report Cards, Understanding i-Ready Diagnostic Report, Understanding the STAR Diagnostic, Understanding the Florida Standards Assessment Student Report
How will you deliver the activity/strategy?
Parent / Teacher Conference, Data chat meetings, Parent Training
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
Second Quarter
Who will be facilitating or implementing the strategy/activity?
Principal, Resource Teacher
What group will be receiving the content of the strategy/activity?
All Parents, Teachers
How are you going to let parents know that the activity is available to them?
Backpack
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State Voluntary Pre-K, Head Start- Federal Pre-K
Why are you offering this activity/strategy?
Provide parents with information that they can use to understand how their child is performing in his/her academic courses.
What is the impact you hope to achieve?
Improve Student Attendance Improve attendance by 10%
How will you document that the activity happened?
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes

7. How will you provide teachers and staff with training to understand of the value parents can bring to the school?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Parent partnerships are integral to the success of the school. Teachers are required to make contact with all parents at the beginning of the school year, and of the parents of students requiring intervention twice per quarter. Parents are invited to conduct behavior observations and to participate in the learning process via an open door policy.
<i>How will you build parent capacity?</i>
Parents are provided with contact information for their scholar's teacher via mass messaging application and email. Parent observations are ingrained within the school's prescriptive discipline plan, and parent contact is required at least once each quarter.
<i>What is the Activity or strategy you will be using?</i>
Training module on building tie between parents and the school, Training developed in collaboration with parents to support parent involvement
<i>How will you deliver the activity/strategy?</i>
Parent Training, Online Self-guided Training
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Third Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Resource Teacher
<i>What group will be receiving the content of the strategy/activity?</i>
All Parents, Teachers, Specialized Instructional Support Personnel, School Administrators
<i>How are you going to let parents know that the activity is that is available to them?</i>
Flyer or Invitation. Email
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title IX Homeless Student Education, Early Learning Coalition
<i>Why are you offering this activity/strategy?</i>
Identify how perceptions affect reality and identify barriers and possible solutions to parental participation
<i>What is the impact you hope to achieve?</i>
Improve Parent Participation Rates Improve parent participation by 5%
<i>How will you document that the activity happened?</i>
Meeting Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes

8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Quarterly parent mass meetings and individual parent conferences, as well as monthly activity calendars will be the major mode of communication with parents.
<i>How will you build parent capacity?</i>
Parents will be solicited to provide suggestions for activities for students.
<i>What is the Activity or strategy you will be using?</i>
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement
<i>How will you deliver the activity/strategy?</i>
Staff Training
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
First Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Resource Teacher
<i>What group will be receiving the content of the strategy/activity?</i>
Teachers
<i>How are you going to let parents know that the activity is that is available to them?</i>
Email, School or District Website, Campus Display on Marquee
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title II, Part A- Staff Training, Title III, Part A- ELL
<i>Why are you offering this activity/strategy?</i>
Create parent friendly notices and create a list of the required parent notifications.
<i>What is the impact you hope to achieve?</i>
Improve parent satisfaction, Improve Parent Participation Rates Improve parent participation by 10%
<i>How will you document that the activity happened?</i>
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Sign-in Sheets

9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home?

Include items from the assurance above that must be addressed in the PFEP.

Each grade level is required to participate in field trips that expand the students' horizons and promote awareness of local opportunities and career paths. Parents will be encouraged to participate in these trips and the follow-up activities.

How will you build parent capacity?

Many of the field trips are payable as supplemental curricular activities under grant funding, so parents do not have to concern themselves with the cost of student admission. This will allow the parents to cover their own cost of participation with more ease.

What is the Activity or strategy you will be using?

The activity used to increase parent capacity and engagement are grade-level field trips.

How will you deliver the activity/strategy?

The activity will be coordinated by the classroom teacher.

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

The field trips will take place each semester.

Who will be facilitating or implementing the strategy/activity?

The field trips will be planned as school-wide activities. The teachers are responsible for planning the trips to align with the curriculum.

What group will be receiving the content of the strategy/activity?

Parents at each grade level will have the opportunity to participate in these trips.

How are you going to let parents know that the activity is that is available to them?

Parents will receive flyers, mass messages, and field trip permission forms to encourage their participation.

Who are you going to coordinate with to offer the activity or implement the strategy?

Coordination will occur between parents, teachers, school, and grant managers at the district level.

Why are you offering this activity/strategy?

These activities are high-interest and accessible, making them ideal for our population.

What is the impact you hope to achieve?

Through these field trips, we hope to facilitate increased exposure to local opportunities, and build stronger relationships between parents and teachers.

How will you document that the activity happened?

Completed participation forms and follow up activities will be used as documentation for the trips.

10. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately.</i> Last year, we focused on increasing positive publicity and exposure. <i>What was the Activity?</i> Building communication between home and school via Social Media Posts highlighting school events. <i>How often did you offer it?</i> Parents and community members received weekly updates via social media to engage them and keep them abreast of school events and activities. <i>How many parents and/or staff participated?</i> Hundreds of parents participated and used the Social Media posts. <i>What was the goal of the activity?</i> Increased parent and school involvement and positive interaction. <i>What outcomes did you see as a result of the activity?</i> Parents shared information related to the school with their families and other community members, and the school became more recognizable, with parents beginning to reference the school's page as a source of information.
11. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately.</i> HMS Established a resource room as a means of providing assistance to parents. <i>What was the Activity?</i> The resource room was stocked with school supplies, clothing, and personal items. <i>How often did you offer it?</i> The resource room was available throughout the school year. <i>How many parents and/or staff participated?</i> There were 30 parents, in particular, who made regular use of the resource room. All 10 of the teachers contributed to the items in the resource room, and our operations team (custodial staff) was responsible for ensuring the area was tidy and inviting. <i>What was the goal of the activity?</i> To provide support to parents who may not have the means to provide necessities for all their children. <i>What outcomes did you see as a result of the activity?</i> Parents are more trusting of the school and school personnel, and feel comfortable coming to make requests and discuss their needs.

12. What did you say you were going to do last year in your PFEP to help parents?
<i>Review the activities you said you were going to do in last year's PFEP. List all activities separately.</i>
Last year, HMS hosted parent meetings in order to inform parents about student progress and school events.
What was the Activity?
Quarterly Parent Meetings
How often did you offer it?
The parent meetings occurred at the end of each quarter.
How many parents and/or staff participated?
30-50 parents participated, and all staff members (30) participated in the parent meetings on a regular basis.
What was the goal of the activity?
The goal of the parent meetings was to ensure that parents had all information necessary to aid in their students' success.
What outcomes did you see as a result of the activity?
The parents were not extremely responsive to the face-to-face mass meetings, but responded better to individual meetings.

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter

- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training

- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training and collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training



HAVANA MAGNET SCHOOL



School Advisory Council Membership Roster

School Year: **2025-2026**

School: **Havana Magnet School**

Telephone: **850-662-2750**

Principal's Signature: _____

Date: **September 25, 2025**

SAC Chair Signature: _____

Date: **September 25, 2025**

Name	Address	Phone #	Gender	Race	Position	Method of Selection
LaToya Smithwick	74 Slash Lane Midway, FL 32343	(850) 868-1532	F	B	Chairperson Parent	Peer elect
Roddricus Lewis	206 Stevens Drive Midway, FL 32343	(850) 743-9797	M	B	Vice Chairperson Parent	Peer elect
Amber Hall	1210 Kemp Road Havana, FL 32333	850-662-2750	F	B	Educator Secretary	Peer elect
Ashley Brown	26 Pittman Street Quincy, FL 32351	(850) 544-9241	F	B	Parent Assistant Secret	Peer elect
Phillip McBride	74 McBride Court Havana FL 32333	(850) 345-8445	M	B	Parent	Peer elect
Ericka Bills	272 Sand Pine Drive Midway, FL 32343	(850) 575-8487	F	B	Parent	Peer elect
Lavonda Harris	132 Walters Street Havana, FL 32333	(850) 405-4566	F	B	Parent	Peer elect
Siobhan McGhee	445 North Charles Willis Dr Midway, FL 32343	(850) 459-1598	F	B	Parent	Peer elect
Angela Pina	9 Ponderosa Circle Midway, FL 32343	(850) 508-5026	F	H	Parent	Peer elect
Hector Perez Hernandez	48 Holly Ridge Road Havana FL 32333	(737) 281-9471	M	H	Parent	Peer elect
Roosevelt Rogers	9260 FL/Ga Highway Havana, FL 32333	(850)5081642	F	B	Community Partner	Peer elect
Julius Harris	45 Stillwater Lane Havana, FL 32333	(850)2105806	M	B	Community Partner	Peer elect
Damauren Hawk	58 Walters St. Havana, FL 32333	(850)3451946	F	B	Community Partner	Peer elect
May Allen	1210 Kemp Road Havana, FL 32333	(850)662-2750	F	B	Educator	Peer elect



HAVANA MAGNET SCHOOL



School Advisory Council Membership Roster

School Year: 2025-2026

School: Havana Magnet School

Telephone: 850-662-2750

Principal's Signature: _____

Date: September 25, 2025

SAC Chair Signature: _____

Date: September 25, 2025

Montrail Harris	601 S.W. 4 th Street Havana, FL 32333	(850)228-1471	M	B	Community Partner	Peer electe
Deputy Johnson	100 Green Fountain Rd Tallahassee, FL 32333	(850)756-9255	M	B	School Resource Officer	Peer electe
Brice Murtha	88 Jubilee Lane Havana, Florida 32333	(904) 293-9271	M	W	Student	Peer electe
Alexander Shand	330 Hilltop Dr. Midway, FL 32342	(404) 216-1342	M	B	Student	Peer electe
Kattleya Brown	31 Falls Lane Havana, FL 32333	(615) 500-7652	F	B	Student	Peer electe
Julian Maldonado	488 Woodberry Rd Quincy, FL 32351	(850) 405-2903	M	HIS	Student	Peer electe
Thelma Hickman	1210 Kemp Road Havana, FL 32333	850-662-2750	F	B	Principal	Appointed

2025-2026 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: James A. Shanks Middle School

I, Camry S. Floyd, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall 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

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be **given an opportunity** to review the **previous year's PFEP** annually.

- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.



Signature of Principal

October 10, 2025

Date

MISSION STATEMENT

James A Shanks Middle School strives to provide a collaborative environment where students are safe, nurtured, and proficient.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

James A Shanks believes that parents should be involved and help make decisions concerning Title I and student outcomes. The School Advisory Council is responsible for developing, implementing, and evaluating the School Improvement Plan and Parental Involvement Plan. School Advisory Council is composed of 51% parents and 49% school and community members. All parents are given the opportunity to review the plan and offer their input prior to approval. During the SACS meeting, the council will decide how Title I funds will be utilized. James A Shanks Middle School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) has the responsibility for developing, implementing, and evaluating the School Improvement Plan (SIP) and Parent Involvement Plan (PIP), now known as the Parent Family Engagement Plan (PFEP). The SAC is composed of 51% parents and 49% school and community members. During the first SAC meetings, Title I pamphlets are provided along with the Florida Standards. The school involves all parents in the discussions regarding how funds will be used by seeking parents' ideas and suggestions for the expending of the funds during the first meeting of SAC. Funds are allotted according to goals for student achievement and school culture, based on assessment and behavior data. The SAC along with all other parents provide input into the development, implementation, and evaluation of the PFEP. The annual Title I parent meeting provides information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting also informs parents about school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I school wide program. Other parent meetings and expos are held quarterly with the intent to seek parent involvement and input regarding the school investment of federal funds.

During the quarterly meetings, input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the SIP. Parents are also surveyed at least once for Title I for their input on activities and expenditures for those activities that support the PFEP and parent activities.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

James A Shanks will hold quarterly meetings where information will be presented regarding the Title I programs, curriculum, and academic assessment. Parents will obtain information about the school wide programs, community partnerships, communication norms, and will have opportunities to participate in decisions on these topics. Parents will obtain the parent handbook, which includes more detailed information. Parents will be able to visit the classrooms during these meetings. Teachers will provide additional information on the subjects they teach, home-school folders and how parents can help at home. Teachers will maintain sign-in sheets. Information packets will be sent home with students for parents who are unable to attend.

James A Shanks provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Social media and mass messaging systems (i.e. Remind, SkyAlert) are employed to ensure consistent communication regarding all school events. A monthly calendar is provided via these platforms to encourage maximum involvement. Accommodations are provided during parent activities for special populations. There is a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school with the assistance of the district communicates to parents via the SkyAlert communication system, newsletters, flyers, newly purchased digital sign, phone calls, news materials and trainings to help parents work with their children to improve their children academics achievement. Forums including Open House, SAC, Parent Teacher Association (PTA) meetings and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents the first month of school in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoken in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of James A Shanks happenings, especially issues regarding their children

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

Parents will be invited to quarterly parent meetings to discuss student progress following the issuance of report cards from each grading period. In addition, students identified as low-performing will have semi-quarterly conferences to discuss interventions and support.

How will you build parent capacity?

Parents will be empowered via the establishment of relationships with teachers, administrative participation in parent conferences, and bi-directional communication with teachers via messaging applications. Parents will also be provided with access to supplemental materials for use at home.
<i>What is the Activity or strategy you will be using?</i>
The main activity for parent engagement in student achievement and building capacity is the involvement of parents in semi-quarterly conferences and the provision of supplemental materials.
<i>How will you deliver the activity/strategy?</i>
Title I Annual Meeting, Professional Learning Community, School Advisory Council Meeting, Parent Training
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
First Quarter, Second Quarter, Third Quarter, Fourth Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Teachers
<i>What group will be receiving the content of the strategy/activity?</i>
All Parents
<i>How are you going to let parents know that the activity is that is available to them?</i>
Flyer or Invitation
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title I, Part A- Parent Involvement, Title III, Part A- ELL, Title IX Homeless Student Education, IDEA- Federal ESE
<i>Why are you offering this activity/strategy?</i>
To make parent aware of state assessments and their parental rights.
<i>What is the impact you hope to achieve?</i>
Improve Parent Participation Rates Improve attendance at mandatory Parent Nights to 30% of parents.
<i>How will you document that the activity happened?</i>
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Parents are invited to an annual Title I meeting where the purpose of the Title I programs and use of funding are discussed.
<i>How will you build parent capacity?</i>
Parents will be invited to join advisory council and
<i>What is the Activity or strategy you will be using?</i>
Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings
<i>How will you deliver the activity/strategy?</i>
Title I Annual Meeting, Parent Training, School Advisory Council Meeting
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
First Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Director of Federal Programs, Parent Services Team
<i>What group will be receiving the content of the strategy/activity?</i>
All Stakeholders
<i>How are you going to let parents know that the activity is that is available to them?</i>
School or District Website, Flyer or Invitation
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Parent Involvement Resource Center, Title I, Part A- Parent Involvement
<i>Why are you offering this activity/strategy?</i>
To make parents aware of the funding provided to the public schools with low-income families. To make parents aware of the funding provided to the public schools with low-income families and give them an opportunity for input.
<i>What is the impact you hope to achieve?</i>
Improve knowledge of the Title I Program Improve parent participation by 5%
<i>How will you document that the activity happened?</i>
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card? <i>Include items from the assurances above that must be addressed in the PFEP.</i> A Parent Expo will be held that focuses specifically on the guidelines for the State Progress Monitoring Assessment, provides the schedule for groups of students, and requests support from home with regard to test preparation. How will you build parent capacity? Parents are provided with access to the F.A.S.T. parent portal, and the links to the practice tests appropriate for their students' grade level. What is the Activity or strategy you will be using? Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8, Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report How will you deliver the activity/strategy? School Advisory Council Meeting, Title I Annual Meeting What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.) Second Quarter Who will be facilitating or implementing the strategy/activity? Principal, Resource Teacher What group will be receiving the content of the strategy/activity? All Stakeholders, Parents of At-Risk Students How are you going to let parents know that the activity is that is available to them? Backpack, Campus Display on Marquee, Flyer or Invitation Who are you going to coordinate with to offer the activity or implement the strategy? Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State Voluntary Pre-K, Headstart- Federal Pre-K Why are you offering this activity/strategy? Based on student data from last year, only 27% of our students are proficient in Reading What is the impact you hope to achieve? Improve English Language Arts Achievement Improve by 15% in grades 3-5 How will you document that the activity happened? Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes

4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using? <i>Include items from the assurances above that must be addressed in the PFEP.</i> At Parent Expos, parents are provided with information regarding the state assessed standards. Student work is displayed, and connection to the standards is highlighted. How will you build parent capacity? Parents will be provided with at-home-assignments that encourage their involvement in and understanding of the standards and the associated assignments. This will encourage them to be involved in the process of standards mastery. What is the Activity or strategy you will be using? Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings How will you deliver the activity/strategy? Title I Annual Meeting, Parent Training, School Advisory Council Meeting What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.) First Quarter Who will be facilitating or implementing the strategy/activity? Director of Federal Programs, Parent Services Team What group will be receiving the content of the strategy/activity? All Stakeholders How are you going to let parents know that the activity is that is available to them? School or District Website, Flyer or Invitation Who are you going to coordinate with to offer the activity or implement the strategy? Parent Involvement Resource Center, Title I, Part A- Parent Involvement Why are you offering this activity/strategy? To make parents aware of the funding provided to the public schools with low-income families. To make parents aware of the funding provided to the public schools with low-income families and give them an opportunity for input. What is the impact you hope to achieve? Improve knowledge of the Title I Program Improve parent participation by 5% How will you document that the activity happened? Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

5. How will you provide parents with an understanding about how to help their children at home and how to improve academically? <i>Include items from the assurances above that must be addressed in the PFEP.</i> In addition to the exposure to standards at Parent Expos and through homework assignments, teachers will provide options that are learner-based (i.e. iReady teacher assigned lessons) as means of remediation at home. How will you build parent capacity? Parents who have access to the internet at home will be able to monitor their students' progress without having to provide instruction, and can aid in ensuring that academic gaps are closed. What is the Activity or strategy you will be using? Understanding i-Ready Diagnostic Report, Understanding the Florida Standards Assessment Student Report How will you deliver the activity/strategy? Parent / Teacher Conference, Parent Training What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.) Second Quarter Who will be facilitating or implementing the strategy/activity? Principal, Resource Teacher What group will be receiving the content of the strategy/activity? All Parents How are you going to let parents know that the activity is that is available to them? Skylert, Flyer or Invitation, Email Who are you going to coordinate with to offer the activity or implement the strategy? Title II, Part A- Staff Training Why are you offering this activity/strategy? To show parents their child's strengths and areas of need down to the sub-skill level. This report help pinpoint the area of target. What is the impact you hope to achieve? Improve English Language Arts Achievement Improve by 10% in grades 3-5 How will you document that the activity happened? Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes
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6. How will you provide assistance to parents in understanding how to monitor their child's progress?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
The STAR assessment and iReady assessment provide parent letters that describe, in detail, how students score and what their strengths and weaknesses are. These parent reports are provided to all parents.
<i>How will you build parent capacity?</i>
In administrative conferences, parents receive a detailed analysis of the parent reports, and materials to use in support of the recommendations made by the diagnostic results.
<i>What is the Activity or strategy you will be using?</i>
Understanding Report Cards, Understanding i-Ready Diagnostic Report, Understanding the STAR Diagnostic, Understanding the Florida Standards Assessment Student Report
<i>How will you deliver the activity/strategy?</i>
Parent / Teacher Conference, Data chat meetings, Parent Training
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Second Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Resource Teacher
<i>What group will be receiving the content of the strategy/activity?</i>
All Parents, Teachers
<i>How are you going to let parents know that the activity is that is available to them?</i>
Backpack
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State Voluntary Pre-K, Headstart- Federal Pre-K
<i>Why are you offering this activity/strategy?</i>
Provide parents with information that they can use to understand how their child is performing in his/her academic courses.
<i>What is the impact you hope to achieve?</i>
Improve Student Attendance Improve attendance by 10%
<i>How will you document that the activity happened?</i>
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes

7. How will you provide teachers and staff with training to understand of the value parents can bring to the school?
<i>Include items from the assurances above that must be addressed in the PFEF:</i>
Parent partnerships are integral to the success of the school. Teachers are required to make contact with all parents at the beginning of the school year, and of the parents of students requiring intervention twice per quarter. Parents are invited to conduct behavior observations and to participate in the learning process via an open door policy.
How will you build parent capacity?
Parents are provided with contact information for their scholar's teacher via mass messaging application and email. Parent observations are ingrained within the school's prescriptive discipline plan, and parent contact is required at least once each quarter.
What is the Activity or strategy you will be using?
Training module on building tie between parents and the school, Training developed in collaboration with parents to support parent involvement
How will you deliver the activity/strategy?
Parent Training, Online Self-guided Training
What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Third Quarter
Who will be facilitating or implementing the strategy/activity?
Principal, Resource Teacher
What group will be receiving the content of the strategy/activity?
All Parents, Teachers, Specialized Instructional Support Personnel, School Administrators
How are you going to let parents know that the activity is that is available to them?
Flier or Invitation, Email
Who are you going to coordinate with to offer the activity or implement the strategy?
Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title IX Homeless Student Education, Early Learning Coalition
Why are you offering this activity/strategy?
Identify how perceptions effect reality and identify barriers and possible solutions to parental participation
What is the impact you hope to achieve?
Improve Parent Participation Rates Improve parent participation by 10%
How will you document that the activity happened?
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes

8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Quarterly parent mass meetings and individual parent conferences, as well as monthly activity calendars will be the major mode of communication with parents.
How will you build parent capacity?
Parents will be solicited to provide suggestions for activities for students.
What is the Activity or strategy you will be using?
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement
How will you deliver the activity/strategy?
Staff Training
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
First Quarter
Who will be facilitating or implementing the strategy/activity?
Principal, Resource Teacher
What group will be receiving the content of the strategy/activity?
Teachers
How are you going to let parents know that the activity is that is available to them?
Email, School or District Website, Campus Display on Marquee
Who are you going to coordinate with to offer the activity or implement the strategy?
Title II, Part A- Staff Training, Title III, Part A- ELL
Why are you offering this activity/strategy?
Create parent friendly notices and create a list of the required parent notifications.
What is the impact you hope to achieve?
Improve parent satisfaction, Improve Parent Participation Rates Improve parent participation by 10%
How will you document that the activity happened?
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Sign-in Sheets

9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home? <i>Include items from the assurances above that must be addressed in the PFEP.</i> Each grade level is required to participate in field trips that expand the students' horizons and promote awareness of local opportunities and career paths. Parents will be encouraged to participate in these trips and the follow-up activities. How will you build parent capacity? Many of the field trips are payable as supplemental curricular activities under grant funding, so parents do not have to concern themselves with the cost of student admission. This will allow the parents to cover their own cost of participation with more ease. What is the Activity or strategy you will be using? The activity used to increase parent capacity and engagement are grade-level field trips. How will you deliver the activity/strategy? The activity will be coordinated by the classroom teacher. What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.) The field trips will take place each semester. Who will be facilitating or implementing the strategy/activity? The field trips will be planned as school-wide activities. The teachers are responsible for planning the trips to align with the curriculum. What group will be receiving the content of the strategy/activity? Parents at each grade level will have the opportunity to participate in these trips. How are you going to let parents know that the activity is that is available to them? Parents will receive flyers, mass messages, and field trip permission forms to encourage their participation. Who are you going to coordinate with to offer the activity or implement the strategy? Coordination will occur between parents, teachers, school, and grant managers at the district level. Why are you offering this activity/strategy? These activities are high-interest and accessible, making them ideal for our population. What is the impact you hope to achieve? Through these field trips, we hope to facilitate increased exposure to local opportunities, and build stronger relationships between parents and teachers. How will you document that the activity happened? Completed participation forms and follow up activities will be used as documentation for the trips.

10. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i>
Last year, we focused on increasing positive publicity and exposure.
What was the Activity?
Building communication between home and school via Social Media Posts highlighting school events.
How often did you offer it?
Parents and community members received weekly updates via social media to engage them and keep them abreast of school events and activities.
How many parents and/or staff participated?
Hundreds of parents participated and used the Social Media posts.
What was the goal of the activity?
Increased parent and school involvement and positive interaction.
What outcomes did you see as a result of the activity?
Parents shared information related to the school with their families and other community members, and the school became more recognizable, with parents beginning to reference the school's page as a source of information.
11. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i>
JASMS Established a resource room as a means of providing assistance to parents.
What was the Activity?
The resource room was stocked with school supplies, clothing and personal items.
How often did you offer it?
The resource room was available throughout the school year.
How many parents and/or staff participated?
There were 30 parents, in particular, who made regular use of the resource room. All 10 of the teachers contribute to the items in the resource room, and our operations team (custodial staff) was responsible for ensuring the area was tidy and inviting.
What was the goal of the activity?
To provide support to parents who may not have the means to provide necessities for all their children.
What outcomes did you see as a result of the activity?
Parents are more trusting of the school and school personnel, and feel comfortable coming to make requests and discuss their needs.

12. What did you say you were going to do last year in your PFEP to help parents?
<i>Review the activities you said you were going to do in last year's PFEP. List all activities separately.</i>
Last year, JASMS hosted parent meetings in order to inform parents about student progress and school events.
<i>What was the Activity?</i>
Quarterly Parent Meetings
<i>How often did you offer it?</i>
The parent meetings occurred at the end of each quarter.
<i>How many parents and/or staff participated?</i>
25-30 parents participated, and all staff member (30) participated in the parent meetings on a regular basis.
<i>What was the goal of the activity?</i>
The goal of the parent meetings was to ensure that parents had all information necessary to aid in their students' success.
<i>What outcomes did you see as a result of the activity?</i>
The parents were not extremely responsive to the face-to-face mass meetings, but responded better to individual meetings.

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training

- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

School Advisory Council Membership Roster

School Year 2025/2026

School James A Shanks

Telephone # 850.875.8737

Principal's Signature _____

Date 10/10/2025

SAC Chair Signature _____

Date 10/10/2025

Name	Address	Phone#	Gender	Race	Position	Method of Selection
Camry S. Floyd	1400 W King Street Quincy, Florida 32351	850.875.873 7	F	B	Principal	
Kimberly McNeal	1400 W King Street Quincy, Florida 32351	850.875.873 7	F	B	Lead Teacher	Election
Ronterious T Green	1715 W Jefferson Street Quincy, Florida 32351	850.662.467 9	M	B	Community Partner	
Shantay Richardson	1103 Martin Luther King Jr. Blvd Quincy, Florida 32351	850.661.572 0	F	B	Parent Advisor	Election
Danielle Yaney	225 E River Road Chattahoochee, Fl 32324	850.666.366 3	F	W	Parent Advisor	Election



2025-2026 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Stewart Street Elementary School

I, Pamela Jones, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances.

Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
 - The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
 - The school shall 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.
- Title I Meeting**
- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
 - The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
 - The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
 - The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
 - Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
 - Parents shall be informed about the school accountability grade and that of the district.
 - Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

Pamela Jones
Signature of Principal

9/16/2025
Date

MISSION STATEMENT

Stewart Street Elementary School's mission is for our faculty and staff to work collaboratively with students, parents, and the community to design and deliver a challenging curriculum that promotes academic acceleration and critical thinking skills. Students will learn social and emotional skills to help them as they advance in school and in life.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PEP

Stewart Street Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) has the responsibility for developing, implementing, and evaluating the School Improvement Plan (SIP) and the Parent Family Engagement Plan (PFEP). Parent input is collected throughout the year in surveys from parents during parent meetings. The school involves parents in the discussions regarding how funds will be used by seeking parents' ideas and suggestions for the expending of the funds during the SAC meetings. Title I information is provided along with the Florida Standards. Funds are allotted according to the different goals and trainings planned for the school during the school year. The SAC, along with all other parents provide input into the development, implementation, and evaluation of the PFEP. The annual Title I parent meeting provides information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting also informs parents about school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I school-wide program. Parent meetings and expos are held throughout the school year specifically to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly SAC meetings, input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the SIP. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and parent activities.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Stewart Street Elementary School provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school with the assistance of the district communicates to parents via the Skylert communication system, newsletters, flyers, phone calls, news materials and

trainings to help parents work with their children to improve their children academic achievement. Forums including Open House, SAC, and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents the first month of school in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoken in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of Stewart Street Elementary School happenings, especially issues regarding their children.

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

Stewart Street Elementary School's strategy for parent involvement as related to student achievement is to ensure progress reports and report cards are sent home each nine-weeks. In addition, our school will host several meetings where parents get to meet the teacher and are provided with assessment information. Parents also have access to our new student database- FOCUS. There, parents can keep abreast of any and all assignments and ensure their child completes the ones that are missing.

How will you build parent capacity?

1. Provide assistance to parents of children served to understand State academic standards.
2. Provide assistance to parents of children served to understand State and local assessments.
3. Provide assistance to parents of children served to understand how to monitor child's progress.
4. Provide assistance to parents of children served to understand how to improve their child's achievement.

What is the Activity or strategy you will be using?

Stewart Street Elementary School will provide parents with grades and assessment data each nine weeks to keep them abreast of their child's academic performance.

How will you deliver the activity/strategy?

Stewart Street Elementary School will host parent meetings throughout the year to ensure parents receive information regarding their child's academic status. These meetings will consist of: Parent Nights, School Advisory Council Meetings, and Parent-Teacher Conferences/Meetings.

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

Parent meetings will be conducted quarterly to share student progress with parents.

Who will be facilitating or implementing the strategy/activity?

The Principal, Assistant Principals, Reading Coach, and Resource Teacher will be responsible for facilitating and implementing the activities/strategies.

What group will be receiving the content of the strategy/activity?

Parents from each grade level, Pre-K through 5th grade, will receive the content of this strategy/activity.

How are you going to let parents know that the activity is that is available to them?

Parents will be notified via: Flyers, Skvler Messages, School Website, & Social Media Page

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, IDEA- Federal ESE, Title IX Homeless Student Education, State Voluntary Pre-K

Why are you offering this activity/strategy?

We are offering this activity to involve parents in the education of their children. We want them to be active partners in ensuring their academic success. Providing them with up-to-date

information on academics and high stakes assessments will prompt parents to act on their children's behalf, and hopefully seek guidance on how to help at home.

What is the impact you hope to achieve?

We hope to increase parent involvement with academics.

How will you document that the activity happened?

Sign-in sheets, meeting agendas, flyers that advertise the meeting, Skylert message reports, all will be proof the meetings occurred.

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?

Include items from the assurances above that must be addressed in the PFEP.

A Title I Meeting will be conducted to provide parents of their rights as their child attends a Title I school.

How will you build parent capacity?

We will provide Information on the Title I Program, provide data chats, and host School Advisory Council Meetings.

What is the Activity or strategy you will be using?

We will host a Title I Meeting to bring awareness to parents as their rights.

How will you deliver the activity/strategy?

The Title I Meeting will be hosted once per year to share information with parents and to let them know their rights.

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

The Meeting will be hosted annually.

Who will be facilitating or implementing the strategy/activity?

The Principal and Assistant Principals will be responsible for implementing the strategy/activity.

What group will be receiving the content of the strategy/activity?

Parents from each grade level, Pre-K through 5th grade, will receive the content of this strategy/activity.

How are you going to let parents know that the activity is that is available to them?

Parents will be notified via: Flyers, Skylert Messages, School Website, & Social Media Page

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, Title III, Part A- ELL, State Voluntary Pre-K

Why are you offering this activity/strategy?

We are offering this activity because we want parents to know their rights as parents of students who attend a Title I school.

What is the impact you hope to achieve?

We hope to increase parent's awareness of the school community and how they can be involved in their child's educational journey.

How will you document that the activity happened?

Sign-in sheets, meeting agendas, flyers that advertise the meeting, Skylert message reports, all will be proof the meetings occurred.

3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?

Include items from the assurances above that must be addressed in the PFEP.

Parents will be provided information regarding state and local assessments during parent meetings, parent nights, and parent-teacher conferences. Parents will be provided resources to assist their children at home. Parents will be kept abreast of local and state requirements for promotion.

How will you build parent capacity?

Parent meetings will allow for various grade levels to review assessment data with parents. We will provide the data and resources to assist with learning from home. The data forms will also break down student's strengths and weaknesses, and provide parents with information to assist the child with deficiencies.

What is the Activity or strategy you will be using?

The activity/strategy will be parent meetings to review data and resources available to assist the parent.

How will you deliver the activity/strategy?

Copies of reports will be provided to parents. The reports will be reviewed for understanding, including the information parents can use to assist with deficiencies.

***What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)***

This activity/strategy will be conducted each semester.

Who will be facilitating or implementing the strategy/activity?

School Principal, Assistant Principals, Reading Coach, & Teachers will facilitate and implement this strategy.

What group will be receiving the content of the strategy/activity?

Our second through fifth grade student groups will receive the content of this strategy.

How are you going to let parents know that the activity is that is available to them?

Parents will be informed of the events via Skylert messages, flyers in backpacks, flyers posted in the front office, and Classroom Dojo.

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, School Advisory Council, IDEA- Federal ESE

Why are you offering this activity/strategy?

We are offering this activity because our students are struggling in the area of reading and math. We want our parents to know how their children are performing and to assist us with academics. We want all of our students to make improvements on state and local assessments, and we need the additional assistance from home to make it happen.

What is the impact you hope to achieve?

We hope to see a 5% increase in student performance on state and local assessments.

How will you document that the activity happened?

Sign-in sheets, meeting agendas, flyers that advertise the meeting, Skylert message reports, all will be proof the meetings occurred.

4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using?

Include items from the assurances above that must be addressed in the PFEP.

Parents will be provided with an understanding of the state standards and curriculum during parent-teacher conferences, parent expos, & parent meetings.

How will you build parent capacity?

Parents will be provided with their child's test results from state and local assessments. They will also be provided with updates in curriculum materials and learning for their child.

What is the Activity or strategy you will be using?

The activity/strategy will be parent meetings to review data and resources available to assist the parent.

How will you deliver the activity/strategy?

Copies of reports will be provided to parents. The reports will be reviewed for understanding, including the information parents can use to assist with deficiencies. Parents will also be kept abreast of curriculum updates using the Classroom Dojo.

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

The activity/strategy will be held quarterly.

Who will be facilitating or implementing the strategy/activity?

The School Principal, Assistant Principal, Reading Coach, and Teachers will facilitate the implementation of this activity/strategy.

What group will be receiving the content of the strategy/activity?

All grade levels will receive the content of this activity/strategy.

How are you going to let parents know that the activity is that is available to them?

Parents will be informed of the events via Skylert messages, flyers in backpacks, flyers posted in the front office, and Classroom Dojo.

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, School Advisory Council, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL

Why are you offering this activity/strategy?

We want parents to know how their child is performing on the state standards and the adopted curriculum.

What is the impact you hope to achieve?

We want to see a 5% increase towards proficiency on the state standards.

How will you document that the activity happened?

Sign-in sheets, meeting agendas, flyers that advertise the meeting, Skylert message reports, all will be proof the meetings occurred.

5. How will you provide parents with an understanding about how to help their children at home and how to improve academically?

Include items from the assurances above that must be addressed in the PFEP.

Parents will be provided with updates on the learning and how they can help their child academically on a weekly basis using the Classroom Dojo. In addition, parents can access their child's grades real-time using the district's student database system- FOCUS.

How will you build parent capacity?

We will build parent capacity by inviting them to the teacher's Classroom Dojo and providing them with the necessary information to access their child's FOCUS account.

What is the Activity or strategy you will be using?

We will use the Classroom Dojo & FOCUS to communicate with parents about their child's progress. We will also provide them with strategies they can use to help their child from home.

How will you deliver the activity/strategy?

Invites to the Classroom Dojo will be sent via text message to the parent's cellphone. FOCUS information will be shared with parents at each parent meeting and at the beginning of the school year during Open House.

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

This activity/strategy will be implemented quarterly.

Who will be facilitating or implementing the strategy/activity?

School Administration and Teachers will facilitate the implementation of this strategy.

What group will be receiving the content of the strategy/activity?

All students will receive the content of this strategy/activity.

How are you going to let parents know that the activity is that is available to them?

The Classroom Dojo and flyers announcing parent meetings is how parents will be made aware of the activity.

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, School Advisory Council, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL

Why are you offering this activity/strategy?

We want to build capacity with our parents and help propel education as a priority in the home.

What is the impact you hope to achieve?

We hope to see a 5% increase in student grades on their progress reports and report cards.

How will you document that the activity happened?

The Classroom Dojo as well as parent meeting agendas and sign-in sheets will all document the activities.

6. How will you provide assistance to parents in understanding how to monitor their child's progress?

Include items from the assurances above that must be addressed in the PFEP.

We will work with parents by first encouraging them to utilize the FOCUS system often. That way, they will know their child's grade and can immediately inquire when there are questions. We will also provide assistance with monitoring progress via programs like I-Ready. There, students can work from home and parents can see their scores immediately.

How will you build parent capacity?

We will provide information on maneuvering the FOCUS database during Open House. During that time, we will assist parents with ways to check their child's progress in I-Ready.

What is the Activity or strategy you will be using?

Open House meeting at the beginning of the year will help us carry out the activity. Teachers will also provide access information during parent-teacher conferences.

How will you deliver the activity/strategy?

Teachers will walk parents through the FOCUS features to retrieve their child's academic status. Teachers will also train parents on how to read student data from I-Ready reports.

***What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)***

This activity/strategy will be implemented annually.

Who will be facilitating or implementing the strategy/activity?

Administrators and Teachers will facilitate the implementation of the strategy/activity.

What group will be receiving the content of the strategy/activity?

Kindergarten through 5th grade will receive the content of this strategy/activity.

How are you going to let parents know that the activity is that is available to them?

We will utilize Skylert messages, the school's website, and social media page to advertise this event.

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL

Why are you offering this activity/strategy?

We are offering this activity/strategy because we want parents to remain up-to-date on their child's academic progress.

What is the impact you hope to achieve?

We hope to see a decline in failing grades because parents can immediately see when their child is missing or failing an assignment. We want to see an increase in student I-Ready performance because the parents are involved with implementation of the program from home.

How will you document that the activity happened?

Documentation will be in the form of agendas and sign-in sheets from Open House.

7. <i>How will you provide teachers and staff with training to understand the value parents can bring to the school?</i>
<i>Include items from the assurances above that must be addressed in the PFEI.</i>
We will jointly develop a <u>school-parent compact</u> annually that outlines how parents, the entire school staff, and students will share responsibility for improved student achievement. We will use the compact to develop two-way communication and build collaboration <u>partnerships</u> with our parents.
<i>How will you build parent capacity?</i>
We will build parent capacity through two-way communication like phone calls, parent conferences, email to ensure the <u>school-parent-compact agreement</u> is fulfilled.
<i>What is the Activity or strategy you will be using?</i>
Teachers will be trained on effective two-way collaboration with parents.
<i>How will you deliver the activity/strategy?</i>
Teachers will be provided a training on effective two-way collaboration. In addition, we will use the <u>school-parent compact</u> to ensure we are <u>doing the things we agreed upon</u> .
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
This event will be held <u>each semester</u> .
<i>Who will be facilitating or implementing the strategy/activity?</i>
<u>Administration</u> and our ESE staff will facilitate the implementation of this <u>strategy/activity</u> .
<i>What group will be receiving the content of the strategy/activity?</i>
All <u>grade groups</u> will receive the content of this strategy.
<i>How are you going to let parents know that the activity is that is available to them?</i>
Parents will be informed via <u>flyers for meetings held to discuss communication</u> .
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL
<i>Why are you offering this activity/strategy?</i>
We want our teachers to be able to effectively communicate a student's progress in their classroom.
<i>What is the impact you hope to achieve?</i>
We hope to see a <u>5% increase in parental involvement</u> .
<i>How will you document that the activity happened?</i>
<u>Communication logs, agendas, and sign-in sheets</u> will document this activity.

8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?

Include items from the assurances above that must be addressed in the PFEP.

We will use the Classroom Dojo to reach out to and communicate/work with parents as equal partners to build ties between home and school.

How will you build parent capacity?

Teachers will send invites to their Classroom Dojo as a way to stay in contact. Parents will be able to inquire and respond to posts from the teacher.

What is the Activity or strategy you will be using?

We will use the Classroom Dojo to communicate/work with parents.

How will you deliver the activity/strategy?

The Classroom Dojo will be introduced at our Open House at the beginning of the year and utilized throughout the year.

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

The strategy/activity will launch at the beginning of the school year and will be ongoing throughout the year.

Who will be facilitating or implementing the strategy/activity?

Classroom Teachers will be facilitating the implementation of this strategy/activity.

What group will be receiving the content of the strategy/activity?

All grades will be receiving this strategy/activity.

How are you going to let parents know that the activity is that is available to them?

Parents will be informed of this activity during our Open House meeting at the beginning of the year and will be sent invites from the Classroom Dojo to join.

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL

Why are you offering this activity/strategy?

We want parents to have direct contact with our teachers regarding their child's education.

What is the impact you hope to achieve?

We hope to increase parent involvement by 5%.

How will you document that the activity happened?

The agenda & sign-in sheets from Open House and the Classroom Dojo will be provided as documentation.

9. ***What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home?***
Include items from the assurances above that must be addressed in the PFEP.

We want to communicate and build trusting relationships with our parents. We want to treat them with respect and show them that interactions are not solely based on discipline issues.

How will you build parent capacity?

We will use various parent meetings to begin the communication process with parents. Parent conferences will be used to discuss the three A's (Academics, Attitude, & Attendance). Teachers will be encouraged to discuss the positives and negatives of each one. The school will work diligently to treat each student fairly. Parents will be treated with the upmost dignity and respect, regardless of their level of involvement.

What is the Activity or strategy you will be using?

We will use Positive Behavior Interventions & Support (PBIS) at school and will communicate strategies to parents.

How will you deliver the activity/strategy?

The activity/strategy will be delivered via PBIS Training.

What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)

The activity will be hosted annually.

Who will be facilitating or implementing the strategy/activity?

The School Principal, Assistant Principal, and School Counselor will facilitate the implementation of this activity/strategy.

What group will be receiving the content of the strategy/activity?

All student groups will receive the content of this strategy/activity.

How are you going to let parents know that the activity is that is available to them?

A newsletter will communicate that this activity was made available to our teachers.

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL

Why are you offering this activity/strategy?

Our teachers need to understand the role our parents play in helping to educate our students. We want our teachers to learn how to pull parents into this educational journey, and to let them know that they are an important component to the success of their child's academics.

What is the impact you hope to achieve?

We hope to improve parental involvement by 5%.

How will you document that the activity happened?

An agenda, sign-in sheet, and presentation will document this activity.

**10. What did you say you were going to do last year in your PFEP to help parents?
Review the activities you said you were going to do in last year's PFEP.**

List all activities separately

Shall provide assistance to parents of children served to understand state academic standards.

What was the Activity?

Provide resources that will eliminate barriers to greater participation in the Florida Standards for ELA and Math trainings.

How often did you offer it?

Performed at Parent Nights 2-3 times per year.

How many parents and/or staff participated?

What was the goal of the activity?

The goal was for parents to know the standards being taught and for them to find ways to help reinforce the standards at home.

What outcomes did you see as a result of the activity?

**11. What did you say you were going to do last year in your PFEP to help parents?
Review the activities you said you were going to do in last year's PFEP.**

List all activities separately

Shall provide assistance to parents of children served to understand state and local assessments.

What was the Activity?

Understanding the Florida Standards Assessment student reports.

How often did you offer it?

Performed at Parent Nights 2-3 times per year.

How many parents and/or staff participated?

What was the goal of the activity?

The goal was for parent to know their child's academic progress on state and local assessments.

What outcomes did you see as a result of the activity?

12. What did you say you were going to do last year in your PFEP to help parents?
Review the activities you said you were going to do in last year's PFEP.
List all activities separately.

Shall provide assistance to parents of children served to understand how to monitor child's progress.

What was the Activity?

Understanding report cards, I-Ready reports, STAR reports, and FAST student report

How often did you offer it?

Per semester

How many parents and/or staff participated?

What was the goal of the activity?

The goal was for parents to be able to read and understand the data reported. The reports also provided parents with information regarding the students' deficiencies and areas of strengths.

What outcomes did you see as a result of the activity?

We saw more parents helping their children with reading and math, not just when they had homework.

13. What did you say you were going to do last year in your PFEP to help parents?
Review the activities you said you were going to do in last year's PFEP.
List all activities separately.

Shall provide assistance to parents of children served to understand the requirements of Title I.

What was the Activity?

Host a Title I Meeting

How often did you offer it?

Annually, at the beginning of the year.

How many parents and/or staff participated?

What was the goal of the activity?

The goal was for parents to understand their rights as parents of students who attend a Title I school.

What outcomes did you see as a result of the activity?

Parents were empowered and became knowledgeable of the reports and meetings they can request. They were more likely to advocate for their children.

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training



Stewart Street Elementary School
Phone (850) 627-3145
2025-2026 Student Advisory Council (SAC)
Sign In Sheet



Name	Address	Phone #	Sex	Race	Position	Method of Selection
Pamela Jones	749 S. Stewart Street Quincy, FL 32351	850-627-3145	F	B	Principal	Appointed
Javon Ford	19 Carroll Hopkins Lane Quincy, FL 32351	850-743-6137	F	B	Community	Elected
Mariah Frye	140 Anita Road Quincy, FL 32351	850-408-2302	F	B	Parent	Elected (Chair)
Nickeya Toombs	809 2 nd St Quincy, FL 32351	850-321-0827	F	B	Parent	Elected
Dahlia Bibb-Mitchell	35 Martin Luther King Blvd Quincy, FL 32351	850-591-5632	F	B	Community	Elected
Carlicia Thomas	10797 Flat Creek Road Quincy, FL 32351	850-544-4664	F	B	Parent	Elected (Vice Chair)
Elizabeth Zacarias	1400 Gilchrist St Quincy, FL 32351	850-408-3542	F	H	Parent	Elected
Delores Madison-Dickey	297 Palmer Rd Midway, FL 32343	850-674-4449	F	B	Community	Elected
Elizabeth DeLeon	1296 Pat Thomas Parkway Quincy, FL 32351	713-815-1360	F	H	Parent	Elected
Shendora Murphy	749 S. Stewart Street Quincy, FL 32351	850-627-3145	F	B	Teacher	Elected
Linda Jordan	749 S. Stewart Street Quincy, FL 32351	850-627-3145	F	B	Staff	Elected (Secretary)

Principal's Signature Pamela Jones Date 9/16/2025
 SAC Chair Signature [Signature] Date 9/16/2025