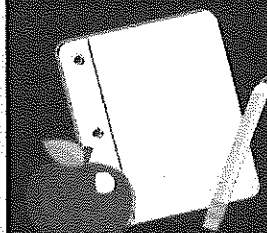




2019-2020
School Year

Nassau County's Title I, Part A Handbook & Parent Desk Reference



Proud to be a
Title I School

OUR CORE VALUES

We believe that...

- all people have intrinsic worth.
- all people are responsible for their actions.
- effective relationships are developed and maintained through mutual respect, trust, and communication.
- the higher the expectations, the higher the performance.
- everyone can learn and that life-long learning is essential for individuals and communities to thrive.
- the role of family is critical in the moral development of an individual.
- strength of character is essential to making quality life choices.
- the community is strengthened when the potential of each person is developed.

NASSAU COUNTY'S MISSION STATEMENT

*Our mission is to develop each student as
an inspired life-long learner and
problem-solver with the strength of
character to serve as a productive
member of society.*

Mrs. Katie Cibbal, M.Ed.
Nassau County School District
1201 Atlantic Avenue
Fernandina Beach, FL 32034
(904) 277-9027

What is Title I?

With the passing of the Elementary and Secondary Education Act (ESEA) of 1965, Title I was a key part of President Lyndon B. Johnson's program to help the poor. Using a poverty-based formula, Title I, Part A, allocates funds to 90 % of the nation's school districts to offset the effects of poverty on the educational opportunities of low-performing children in high-poverty schools. This focus continued with the reauthorization of ESEA in 2015, Every Student Succeeds Act (ESSA). The Basic Title I program is administered by state education agencies (SEAs) and conducted by local educational agencies (LEAs). To qualify for funding, SEAs submit plans to the federal Education Department (ED). Similarly, LEAs submit their Title I plans to the SEAs. The school then qualifies for services based upon the percentage of low income students attending the school. The monies that flow to a school are based upon this number. The district shall use Title I funds only to supplement the amount of funds that would be otherwise available from nonfederal sources.

The Title I program in Nassau County has one goal: To improve the teaching and learning of children in high-poverty schools. To accomplish this goal, Title I supports school instructional activities and programs that are designed, implemented, and evaluated by those constituencies at the school level. While the District Title I office plays a critical role through providing consultation, coordination, and professional development, the major component of the Title I program is that of parent involvement and parent evaluation. Each school site depends greatly upon the opinions, assistance, and support from participating parents.

While all Title I schools in the Nassau School District Title I program are school-wide programs, models consist of:

- Small Group instruction provided by paraprofessionals that meet applicable State certification and licensure requirements, in which students are provided instruction on a more individualized basis and focused intensive instruction based on data-driven instructional needs;
- In-class, in which Title I children receive extra assistance in the same setting and time period as their regular peers, usually in a small group instruction format;
- After school tutoring to remediate students in reading and math instruction.

The design of each program:

- is to assist children in meeting the state's challenging academic standards expected of all children
- utilizes effective methods and instructional strategies that are based upon scientifically based research that strengthens the core academic program
- gives primary consideration to providing extended learning time
- helps to provide an accelerated, high quality curriculum, including applied learning
- minimizes removing children from the regular classroom
- ensures support and coordination with the regular classroom teacher
- provides strategies to increase meaningful family engagement opportunities
- provides integration activities for staff and curriculum development

Title I School Responsibilities:

- Establish strategies that provide all students an opportunity to meet the Florida Standards
- Provide remediation to students experiencing difficulty mastering the Florida Standards
- Develop a school-based Parent and Family Engagement Plan jointly with parents
- Hold an annual Title I open house for parents
- Prepare a School/Parent Compact jointly with parents, teachers and students
- Offer a needs assessment survey to parents
- Offer professional development for teachers
- Follow best practices regarding delivery of instruction
- Create strategies to increase parent involvement to include authentic parent/teacher conferencing
- Establish effective transitions from early childhood programs into kindergarten
- Include teachers and parents in decision making processes

Is my child's school a Title I school?

The schools in Nassau County that qualify as Title I schools are eligible based upon the percentage of poverty children enrolled in that school. The February 2019 FTE (Full Time Equivalent) Count, along with the Free/Reduced Lunch Counts, determine which schools have a 40% and above poverty level and qualify for Title I funds and services. Those schools qualifying as Title I schools for 2019-2020 are:

Bryceville Elementary School
Callahan Elementary School
Callahan Intermediate School
Emma Love Hardee Elementary School
Hilliard Elementary School

Southside Elementary School
Wildlight Elementary School
Yulee Elementary School
Yulee Primary School

The eligible schools are charged with the task of budgeting of allocations, design of program, implementation of the program, and adherence to federal regulations. While a brief synopsis of the plan for each qualifying school follows, a complete copy of each school's Title I/School Improvement Plan is available in the school's front office, the media center, and on the school's web page.

Bryceville Elementary School's Title I Program is a school-wide intervention program, which allows our school to provide intensive interventions for all students. Qualified faculty and staff, funded by Title I, deliver proactive and remedial services through direct, small group instruction. Additionally, Title I funds are used to purchase materials, supplies, and manipulatives for daily instruction and extended day tutoring opportunities. We view parental involvement as a vital component of our Title I services; therefore newsletters and meetings are provided to assist parents with materials and skills to work with their children at home. The goals of the Title I Program are to ensure a high quality education for every child, to provide opportunity for all students to succeed in the classroom, and to build a strong foundation in English Language Arts, Mathematics, Science, and Social Studies curriculum in grades Kindergarten through Fifth.

Bryceville Elementary School (Grades K-5)
6504 Church Ave.
Bryceville, FL 32009
Amber Nicholas-Bovinette, Principal
904-266-9241

Callahan Elementary School's goals of the Title I Program are to ensure a high quality education for every child, to help students succeed in the classroom, and to build a strong foundation in literacy and readiness skills. Students will receive academic support through small group instruction and personalized teaching. Parental involvement is very important and is seen as a vital component to the success of this program, therefore workshops, newsletters, and meetings are provided to assist parents with materials and skills to work with their child at home. Title I funds are used for personnel salaries, professional development, and the purchase of supplies and materials to assist the students in their instruction.

Callahan Elementary School (Grades Pre K-2)
449618 US Highway 301
Callahan, FL 32011
Sabrina Faircloth, Principal
904-879-2121

Callahan Intermediate School's Title I program is designed to provide remedial services to students not meeting proficiency of state standards by providing intensive interventions in reading, math, writing, and/or science. We will deliver the remedial services through the direct instruction of trained certified teachers as well as assistance from paraprofessional staff. Title I funds will be used to purchase materials, supplies, and manipulatives for small group instruction as well as after school tutorial services. Title I funds will also be used to provide professional development for teachers and parental involvement opportunities for parents.

Callahan Intermediate School (Grades 3-5)
34586 Ballpark Road
Callahan, FL 32011
Monica Cason, Principal
904-879-1114

Emma Love Hardee Elementary School's Title I Program will be implemented school-wide to those students in grades 3-5 who need intensive interventions in core subject areas to successfully master the elementary curriculum. Qualified paraprofessionals and teachers will utilize the small group model as well as in-school support instruction to remediate deficiencies in reading and math during the school day. An after-hours tutoring program led by the Reading Coach will also be available to supplement daily instruction in reading. Title I funds will be allocated for personnel salaries, professional/curriculum development, and the purchase of supplies and materials to support small group instruction, in-school support sessions and parent involvement activities.

Emma Love Hardee Elementary School (Grades 3-5)

2200 Susan Drive
Fernandina Beach, FL 32034
Rebecca Smith, Principal
904-321-5990

Hilliard Elementary School's Title I Program is a schoolwide program that supports quality instruction for all students. Our program provides classroom support for reading and math via small group instruction with particular focus on at-risk students. Title 1 monies provide additional personnel and materials to supplement our regular instruction to help all students make adequate progress each year. Paraprofessionals provide after school tutoring for students that are identified as struggling or in the lowest quartile. Title 1 funds also support our Parental Involvement and staff development activities conducted throughout the year.

Hilliard Elementary School (Grades Pre-K-5)

27568 Ohio Street
Hilliard, FL 32046
Lee Ann Jackson, Principal
904-845-4471

Southside Elementary School's Title I Program has been created to enhance and support the total school instructional program in grades K-2. With the belief that children who are "at risk" can best be served with educator contact, allocations are used to hire paraprofessionals to supplement the instruction provided by the classroom teachers. Students receive intensive instruction in small groups and remedial assistance in both Reading and Math on a daily basis as individual needs warrant. Title I funds are used to purchase supplies, materials, and manipulatives for instruction and to support our parent involvement programs.

Southside Elementary School (Grades Pre K-2)

1112 Jasmine Street
Fernandina Beach, FL 30234
Marlena Palmer, Principal
904-321-5870

Wildlight Elementary School's Title I program is designed with the belief that children can best be served with qualified personnel. Therefore, allocations are used to hire additional full-time paraprofessionals to help supplement the regular curriculum teachers, give teachers time to plan quality instruction, and additional material and programmatic resources to do so. Students receive intensive instruction in small groups or one-on-one instruction from personnel to remediate the content areas of reading, math, and writing as individual needs warrant. Teachers will have dedicated planning time in the summer and throughout the school year. Reading instruction is supplemented with the i-Ready and STAR Reading programs as well as print materials. Students also participate in school-wide programs such as Accelerated Reader, i-Ready Math, and STAR Math.

Wildlight Elementary School (Grades Pre-K to 5)

550 Curiosity Avenue, Yulee, FL 32097
Yulee, FL 32097
Scott Hodges, Principal
904-225-3053

Yulee Elementary School's Title I program is designed with the belief that children who are "at risk" can best be served with qualified personnel. Therefore, allocations are used to hire full time paraprofessionals to help supplement the regular curriculum teachers. Students receive intensive instruction in small groups or one-on-one instruction from these personnel to remediate the content areas of reading, math, and writing as individual needs warrant. Reading instruction is supplemented with the i-Ready and STAR Reading programs. Students also participate in school wide programs such as Accelerated Reader, i-Ready Math, and STAR Math.

Yulee Elementary School (Grades 3-5)

86063 Felmor Road

Yulee, FL 32097

Bryce Cubbal, Principal

904-225-5192

Yulee Primary School's Title I Program enhances and supports the total school instructional program. As a school-wide model, Title I paraprofessionals serve each classroom on campus to provide students with additional reading support during small group instruction. Paraprofessionals are also utilized before, during, and after school for a tutoring program that provides additional intensive instruction to students who are most in need. Title I funds are used for personnel salaries, staff development opportunities, parental involvement nights, and the purchase of materials and supplies to supplement instruction.

Yulee Primary School (Grades K-2)

86426 Goodbread Road

Yulee, FL 32097

Brianna Harris, Principal

904-225-9711

Is my child eligible for Title I services?

All Title I programs in the Nassau County School district are school-wide. Students are served upon identification and evidence of an academic need. The participation in the federal lunch program has absolutely no bearing upon the individual student's participation in the Title I program. Economically disadvantaged, Migrant, LEP (Limited English Proficient), and Exceptional Education Students shall be entitled to equal access to the Title I program if they meet the eligibility criteria, as established for any student. A child who has participated in a Head Start or Even Start program in the 2 years preceding is eligible for services. Exceptional Education Students will be eligible for services if the members of the Individual Educational Plan staffing committee deem it appropriate.

How is my child's school evaluated?

State Law- Florida's A+ Plan, School Grades - School grades (A through F) are based on how well students have mastered the Florida State Standards (the skills Florida teachers determined our children must learn at each grade level), which are measured by the Florida Standards Assessment (FSA) and the Florida State Assessment Test (FCAT 2.0) in Science. Student scores are classified into five achievement levels, with 1 being the lowest and 5 being the highest, and/or their percentile rank. Schools earn points based on three things: 1. how well students in each subgroup (all ethnic groups, students with disabilities, students learning English, and economically disadvantaged students) are doing, 2. how much progress they are making (learning gains), and 3. how much progress struggling readers are making (since reading is essential to success in all subject areas).

For additional information on school grades, visit the Department of Education website at www.fldoe.org.

PRIVATE SCHOOL STUDENTS

LEAs must consult with eligible private school officials on delivery of services. Annually a survey is conducted to solicit participation from DOE approved private schools.

MIGRANT EDUCATION PROGRAMS

All identified migrant students attending schools in Nassau County will be assisted through the use of Title I, Part A funds to address identified academic needs.

HOMELESS YOUTH

A homeless student attending any school in Nassau County will be eligible for Title I services. These students are usually identified through each school's guidance services department or the Intervention Teams.

CHARTER SCHOOLS

Any Charter School, which has received approval for operation from the Nassau County School Board, may be served by Title I like any other public school based upon eligibility.

FREQUENTLY ASKED QUESTION:

What can I, as a parent/grandparent/guardian, do to help my child become a better reader?

Any home reading activity should have as its ultimate goal the development of a "love of reading."

Parents who like to read and are able to convey this feeling of pleasure to their child(ren) are performing the most important activity to help foster a "love of reading". While the school has the major responsibility for the actual teaching of formal reading, its program can accomplish little without the strong support of the home.

Establishing a home reading program is a very worthwhile activity for any parent desiring to help their child. It does not cost a great deal of money. It is not how much a parent can spend, but rather the degree of interest and concern that makes the difference. There can be **no better reading example for a child to follow than a parent who frequently reads** in the home. At the point when reading becomes a chore or an unpleasant experience for the child it should be ended until a time when you realize the child is ready to continue. Reading should never be used as a disciplinary measure. It would be much better to use **reading as a special time with the parent** and as a positive way to spend time together.

Successful reading is not just saying all the words correctly, but also understanding what is read. For comprehension to take place, a child should be exposed to **as many and as varied experiences as possible** by the parent. The young person who has been to the zoo, a farm, or the airport is, of course, in a much better position to respond correctly when he/she encounters these things on a page in a book. The parents who are willing to **provide much conversation in the home, as well as a rich and varied background of experiences for their children, are really preparing them to become better readers when they begin formal instruction**. So plan to talk about things a lot, take family field trips, and discuss concepts as they come up in normal day to day life.

Other General Suggested Activities:

- See that each child has a personal bookshelf or space for storing his/her reading materials. This can be as simple as a crate or cardboard box.
- Try to arrange some time each day or every other day when you can read aloud to your child.
- Make bed time special and include reading activities in your routine
- Do not compare the progress of your child with their siblings or any other child. Each individual has unique abilities, interests and learning calendars.
- Be aware of your child's health, since it is of prime importance for success in reading, especially vision and hearing.
- Have a public library card for each member of your family, and make each trip to the library an exciting adventure of discovery.
- Show an active interest in all school activities; know your child's teachers and encourage good communication between your home and your school.

- Even if the situation arises when you experience a misunderstanding with school personnel, try to remain positive in the presence of your child. They learn so very much from your example about life and how to solve problems in the future.
- Stay in touch with your child's teacher.

EVERY STUDENT SUCCEEDS ACT PARENTS RIGHT TO KNOW

Section 1112(e), Every Student Succeeds Act of 2015

(1) INFORMATION FOR PARENTS.—

(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

(i) Whether the student's teacher—

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

(II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Complaint Procedures for ESSA

Section 8304(a)(3)(C) of the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (ESSA) of 2015 requires states to adopt written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs under ESSA.

Nassau County School District **Parent and Family Engagement Plan 2019-2020**

Using the data of choice, provide the LEA measurement of parent and family engagement and the basis for the identified need. Please identify the source data that is used.

The data sources used to gauge and increase parental involvement include our Title I Parent Survey and our evaluations following each parent involvement activity at eligible schools. The 2018-2019 Parent Survey results reflect the following:

Did you receive information from your school or district about:

What the school teaches your child? 85% of parents responded 'yes.'

The Florida State Standards? 76% of parents responded 'yes.'

State tests, such as the Florida Standards Assessment or Stanford 10? 75% of parents responded 'yes.'

How your child scored on the state tests? 80% of parents responded 'yes.'

What scores on the state tests mean? 80% of parents responded 'yes.'

Monitoring your child's progress? 97% of parents responded 'yes.'

Working with teachers to improve your child's achievement? 90% of parents responded 'yes.'

73% of those responding said they went to an open house or a meeting where the goals of the Title I program were discussed;

81% said they received materials to help them work with their child to do better in school; 56% said someone had shown them how to use these materials;

96% feel that information from their child's school was easy to understand; 99% feel that information from their child's school was given in a language that they can understand;

97% feel that teachers, principals, and other school staff were willing to communicate with them; 99% feel that communication was reciprocated within a reasonable amount of time;

95% feel respected by their child's school, 97% feel welcome at their child's school;

Only 7% of parents feel that parent meetings were not offered at different times of the day.

Parent & Family Engagement Mission Statement (Optional)

The parent and family engagement mission of the Nassau School district is to involve parents in regular, two-way, and meaningful communication involving student academic learning (weekly communication folders, parent conferences, school reach messages), as well as other school activities (parent and family engagement nights).

Engagement of Parents

Describe the actions the LEA will take to engage parents in the following required policies/plans:

- LEA-wide parent and family engagement policy (PFEP)[Section 1116(2)];
- LEA plan [Section 1112(b)] and
- How the funds reserved for parent and family engagement will be spent [Section 1116(a)(3)].

Parents are encouraged to participate in the Title I Survey and the SAC committee through newsletters, announcements, and flyers. Nassau County School District uses survey data and SAC meetings to involve parents in the PFEP LEA Plan and decisions on how the reservation will be spent. Parent comments are reviewed and discussed by principals, the Title I parent group, and the Title I Coordinator. Upon reflection of the feedback, changes are made.

Annual Evaluation

With the inclusion of parents, describe the actions the LEA will take to conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of the Title I, Part A schools [Section 1116(a)(2)(E)].

We will conduct an annual evaluation of the content and effectiveness of our PFEP. We will identify barriers to greater participation by parents in PFE activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). We will use the evaluation findings to revise our PFE policies. We will: 1. Ensure the district SAC annually reviews/revises the evaluation on a needed basis, 2. Survey parents/staff to get feedback and evaluate the district PFEP, 3. Include PFE questions in climate surveys of all district schools, 4. Utilize PFE online surveys and provide a paper/pencil option, 5. Ensure forms are culturally sensitive to all backgrounds, 6. Ensure administrators utilize survey results for planning the next year's project, 7. Maintain documented proof (sign-in sheets, agendas).

Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parent and family engagement 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)]

To ensure information is sent to the parents of participating children in an understandable format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, our district will take the following actions: 1. Utilize a computer-based translation program and personnel to provide translations of all Title I, Part A parent correspondence. Such translations will be based on the needs of the families served, 2. Offer the services of the translator to the schools upon request through collaboration with Title III, 3. Apprise parents of the handicapped accessibility of all district facilities, 4. Utilize the district SI team to determine any expressed needs for format revisions to any district document. Parents with LEP, disabilities, and migrant children are provided full opportunities to participate in PFE activities. Upon request, the Title I program will ensure parents of LEP are provided translation services at PFE events.

Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents to improve their the academic achievement of their child or children [Section 1116(e)(1-2)]. Please formulate your responses as follows:

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
- D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

A. PFE Workshops/Parent Nights based on curriculum (Math, Reading, Science, STEAM, Bingo for Books), B. August-May (two hours each/approximately 4 per school), C. Parents gain knowledge of strategies to use in strengthening their child's math, reading, science, technology, and art skills; the state's academic standards; and state and local assessments. Supports parents by building their capacity to help their child at home. According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates "School-community partnerships focused on academic subjects have been shown to enhance students' attitudes toward and efforts in these subjects, as well as the attitudes of teachers and parents," D. At the end of each PFE Workshop/Parent Night, parents are asked to complete a survey to determine the effectiveness of the event in meeting its anticipated goal. Parents provide comments and feedback, which is then reviewed at upcoming SAC Meetings. This information is used to evaluate the implementation and effectiveness of the activity. The surveys occur after each parent function. The SAC Meetings occur once per month.

Barriers

Describe the barriers which hindered participation by parents in parent and family engagement 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 parent and family engagement 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 1116(a)(2)(E)] Please formulate your responses as follows:

- A. Barrier (Including the Specific Subgroup)
- B. Steps the School will Take to Overcome

A. Families have busy schedules (all subgroups), B. Provide food so dinner does not have to be a concern, ensure nights follow an open format so there is flexibility on when to arrive, offer a variety of activities at various times and days to maximize opportunities for parents and families to become involved, welcome siblings to attend.

A. Parents understanding the importance of being involved (all subgroups), B. Train staff in reaching out to parents, provide surveys at the end of parent nights so families can provide feedback.

A. Lack of parental education and limited educational understanding (economically disadvantaged, limited literacy, LEP), B. Provide activities that teach parents alongside their child including workshops reflecting standards, current skills being taught in the classroom, and upcoming assignments, send home flyers in family's native language, make regular phone calls to families in the native language.

Best Practices (Optional)

Describe the parent and family engagement activity/strategy implemented during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice. Please formulate your responses as follows:

A. Content/Purpose

B. Description of the Activity

A. Effective communication, B. Weekly folders, newsletters, Blackboard Messenger, Remind app, school website, Facebook, Focus webpages, and positive parent contact via teachers and administrators

A. Increasing parent participation, B. Volunteer coordination, training, and recognition

A. Professional development, B. Beginning of the year staff and faculty handbook training

A. Building capacity of parents, B. Providing workshops to parents that integrate the standards and current skills being taught in the classroom and ensuring parents leave with manipulatives that allow them to implement what they learned at home.

If you would like to see your school's Parent and Family Engagement Plan (PFEP), a copy can be obtained in the front office of your child's school. A digital copy of the district's PFEP in its entirety can be obtained on the Nassau County District website or at The Title I Office in the Nassau County School Board building at 1201 Atlantic Ave. Fernandina Beach, FL 32034.

For further information, please contact Katie Cubbal: 904-277-9027 or cubbalka@nassau.k12.fl.us.

Nassau County School Board Equity and Non-Discrimination Statement

The Nassau County School Board does not discriminate in admission, access, treatment or employment in its programs and educational or extra-curricular school activities, on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law. The School Board also provides equal access to facilities for the Boy Scouts of America and other patriotic youth groups. The following district contacts have been designated to handle inquiries regarding non-discrimination and harassment policies, reports of alleged violations, concerns about compliance and/or the grievance procedure(s):

Equity/Non-Discrimination:

1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9900
Fax: (904) 277-9042

Americans with Disabilities Act (ADA)

Director of Facilities
86334 Goodbread Rd.
Yulee, FL 32097
(904) 225-5343

Title IX:

Coordinator of Student Services
or Director, Staff and Program Development
1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9944 or (904) 491-9888

Harassment:

Executive Director of Administrative Services
1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9906

Section 504:

Director, Exceptional Student Education
1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9881

School Board Administrative Offices

Dr. Kathy Burns, Superintendent
Kristi Simpkins, Director of Elementary Education
Susan Farmer, Executive Director of Business Services
Katie Cubbal, Title I Program Compliance Manager
Brenda Murray, Secretary for Elementary Education & Title I Service