



**Brevard Public Schools
Office of Title I
2020-2021 Parent and Family Engagement Plan (PFEF)**

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand. The school plan must be made available to the local community and updated and agreed upon by parents periodically to meet the changing needs of parents and the school.

All families and community members were invited and encouraged to provide input and suggestions on developing/reviewing this plan. This plan is available on our school website and in the Title I parent and family engagement notebook located in our front office. If you would like a printed copy of this document, or require translation, please contact our Title I Contact, Dr. Yolonda McGriff, by telephone at (321) 632-5300 or by email at McGriff.Yolonda@BrevardSchools.Org.

Se invitó y alentó a todas las familias y miembros de la comunidad a proporcionar aportes y sugerencias sobre el desarrollo / revisión de este plan. Este plan está disponible en el sitio web de nuestra escuela y en el cuaderno de participación de padres y familias del Título I ubicado en nuestra oficina principal. Si desea una copia impresa de este documento o necesita una traducción, comuníquese con nuestro contacto de Título I, Dr. Yolonda McGriff, by telephone at (321) 632-5300 or by email at McGriff.Yolonda@BrevardSchools.Org.

School's vision for engaging families:

Assurances

- We will:**
- ☐ Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the "School Parent and Family Engagement Plan" that describes how the school will carry out its required family engagement activities.
 - ☐ Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.
 - ☐ Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.
 - ☐ Involve parents in the planning, review, and improvement of the Title I program.
 - ☐ Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement and describes how parents and teachers will communicate.
 - ☐ Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
 - ☐ Provide materials and training to help parents support their child's learning at home.
 - ☐ Provide staff development to educate teachers and other school staff, including school leaders, on how to engage families effectively.
 - ☐ Coordinate with other federal and state programs, including preschool programs.
 - ☐ Provide information in a format and language parents can understand and offer information in other languages as feasible.
 - ☐ Include the School and District Parent and Family Engagement Plans on our school website and in the Parent Engagement Notebook in the front office.

Principal: _____

Date: _____

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EVERY TITLE I SCHOOL IN BREVARD COUNTY WILL:

1. **Involve families and community members in the planning, review, and improvement of their School Improvement Plan and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan, as well as the school-home compact, with an adequate representation of families.**

Title I Documents	Date of meeting to gather family/community input.	List outreach strategies used to invite families and community to provide input.	Describe the method in which family and community members were involved.	What evidence do you have to document family/community participation?
Schoolwide Improvement Plan (SWP)	07/23/20; 10/19/20	Newsletters, Blackboard Connect, Emails, Tiger Family Organization (TFO) Social Media Site, School Marquee, Flyer, SAC Meeting, CHS Website	SAC Meeting, Tiger Family Organization (TFO) Meeting, Comprehensive Needs Assessment (CNA) Focus Group, Open House, Annual Parent Meeting	Exit Slips, Survey Results, Agendas, Meeting Minutes; Calendar Invites
Comprehensive Needs Assessment (CNA)	06/16/20; 06/17/20			
Parent and Family Engagement Plan (PFEP)	06/16/20; 06/17/20; 09/28/20; 10/20/20	Newsletters, Blackboard Connect, Emails, Tiger Family Organization (TFO) Meeting, School Marquee, Flyer, SAC Meeting, FOCUS, CHS Website	SAC Meeting, Tiger Family Organization (TFO) Meeting, Comprehensive Needs Assessment (CNA) Focus Group, Open House, Annual Parent Meeting	Exit Slips, Surveys, Agendas, Meeting Minutes
School-Home Compact	10/09/20, 10/15/20	Blackboard Connect, Emails, School Marquee, Flyer, FOCUS, CHS Website	Suggestion/Revision Forms & Survey	Suggestions/Revision Forms & Survey Results
Title I Budget & Framework	06/16/20; 06/17/20; 07/23/20; 10/19/20; 09/28/20; 10/20/20	Newsletters, Blackboard Connect, Emails, Tiger Family Organization (TFO) Social Media Site, School Marquee, Flyer, SAC Meeting, FOCUS	SAC Meeting, Tiger Family Organization (TFO) Meeting, Comprehensive Needs Assessment (CAN) Focus Group, Open House, Annual Parent Meeting	Calendar Invites; Emails; Meeting Notes;
Parent & Family Engagement Funds	06/16/20; 06/17/20; 09/28/20; 10/20/20	Newsletters, Blackboard Connect, Emails, Tiger Family Organization (TFO) Meeting, School Marquee, Flyer, SAC Meeting, FOCUS, CHS Website	SAC Meeting, Tiger Family Organization (TFO) Meeting, Comprehensive Needs Assessment (CAN) Focus Group, Open House, Annual Parent Meeting	Exit Slips, Surveys, Agendas, Meeting Minutes

**All Title I schools are required to hold at least one face-to-face conference in which the compact is discussed with families.*

2. **Hold an annual meeting for families to explain the Title I program and the rights of parents and families to be involved.**

Tentative date & time(s) of meeting	TUESDAY, OCTOBER 20, 2020
How are families notified of the meeting?	Emails, Flyer, CHS Website, FOCUS, School Marquee, Blackboard Connect



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What information is provided at the meeting?	The Office of Title I provides each school with a Power Point Presentation and feedback form that incorporates information on: The Title I Program, Use of Funds Overview, Curriculum and Assessment Information, Parent and Family Engagement Plan, Compact, Ways Parents Can Be Involved. Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, school grade information, parent survey results and information on the school's curriculum.
How are parents and families informed of their rights?	Brevard Public Schools Office of Title I provides all Title I schools with a brochure informing parents of their rights. This brochure is sent home with all students via backpack. Schools are also required to have a copy of the "Parents Right To Know" letter in a parent and family engagement notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.
What barriers will you address to encourage parents/families to attend?	We are constantly working with our parents and families to schedule events at times convenient for them. Due to the current pandemic, many of our activities/events/meetings are convened virtually, which, surprisingly, has resulted in an increase in parent and family participation. Additionally, we are working with all stakeholders to ensure that we are meeting their needs by having them provide feedback by complete exit slips or surveys at the end of each function. The results of this information are used to guide future activities/events/meetings. Later this month, we are convening our first in-person/on-campus event (FASFA Night) for students graduating this year. Of course, we will be following all CDC/PPE protocols. Next month, we will be hosting the Scholarship Night Zoom Party. We are planning to host a different event every month for the remainder of the school year.
How will you get feedback from parents and families about the meeting?	Parents and families are provided with exit slips or surveys to complete at the conclusion of each event. These documents are provided via FOCUS, the CHS website or paper copies are sent home with students. The feedback is available immediately, as these forms/surveys are accessed through a link on-line. Feedback from paper copies are returned to the classroom teacher and returned to me at a later time. Each teacher provides an incentive to the students to encourage parent and family participation.
How do parents and families who are not able to attend receive information from the meeting?	As we are in the midst of a pandemic, all events have convened virtually, thus far. As a result, more parents and families are participating. If parents or families miss a live event, the presentation and/or video is uploaded to the CHS website to be accessed at a later time. This affords all parents and families the opportunity to engage in school events that may not have been scheduled at a convenient time for them.

Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents and families in more fully participating in the education of their children and/or to help support learning at home.

Title II- Professional Development	In accordance with ESSA section 1114 (7)(A)(iii)(IV) A schoolwide plan addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-needs subjects.
Title III-ESOL	Cocoa High School is home to an extensive ESOL program. We employ several personnel (administrators, teachers, instructional assistants, custodians, etc.) who all speak and read Spanish fluently. Subsequently, we have several interpreters that are available to assist when the need arises in the communication with Spanish-speaking parents, families, and students. Our ESOL instructional program provides for understandable instruction while the curriculum content in Language Arts while other content areas remain the same, as they are intended for fluent English speakers.
Title IV-Well-Rounded Education/School Safety/Educational Technology	Cocoa High School effectively integrates technology into our school community to improve teaching and learning experiences across a variety of disciplines by providing teachers with computers, smartboards, and projectors and whiteboards. At the teacher's discretions, students have access to student laptops for instructional purposes,



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	as well. Additionally, CHS is home a free breakfast program with a Free/Reduced Lunch program available for student who qualify. These programs serve to encourage healthy eating for all students. There are also a variety of course options and after school activities available that promote physical activity for students to also encourage a healthy lifestyle. The safety of our students is of paramount importance. We have safety protocols in place throughout the campus and additional security staff to intervene if necessary.
Title IX-Homeless	Title IX (Homeless Education) The Office of Title I and the district Homeless Liaison work collaboratively to meet the Title IX needs of our homeless youth and families. To every extent possible, Cocoa High School will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of homeless and migratory children. Information and school reports required under Section 111 of the ESEA will be provided in an understandable and uniform format and in a language parents can understand. Cocoa High School offers translation (English and Spanish) services during school events, conferences, documents, and Blackboard Connect messaging system. We employ several bilingual personnel who are readily available for translation (English and Spanish).
FDLRS/ESE services	We have an outstanding ESE department that works collaboratively to provide instructional services to students based on their individual need. Additionally, Florida Diagnostic & Learning Resources Systems (FDLRS) personnel works with our administrators, teachers, and parents to ensure that all students needing access to additional supports or resources are provided. Professional development opportunities and small group trainings are also provided to teachers here on campus to meet the needs of these students.
Preschool Programs (Head Start/VPK)	Although we do not have a Head Start program, CHS s home to one of the four Student-Parent Programs in the school district. This program provides an educational program for students who are also parents in order that they can continue to attend school and work toward earning a high school diploma or its equivalent while learning parenting skills.
SAC	Our school administrators, teachers, support personnel and students work collaboratively with our School Advisory Council (SAC) to ensure that we are meeting the needs of all our stakeholders, to include both students, parents, and their families. SAC meetings welcome participation from various school leaders to update the committee on initiatives related to our SWIP goals.
PTO/PTA	In addition to SAC, we are also home to the Tiger Family Organization (TFO), which is our version of PTO/PTA. TFO's mission is to provide a bridge between the school, parents, and students.
Community Agencies/Business Partners	We have a PIE Coordinator who works extensively with our local Business Partners and the community to ensure that we have a good working partnership with both. Many of our business partners work closely with our students; they understand that students graduating from high school should be ready for college, but more importantly, be prepared for a career and life after high school.

3. Utilize strategies to ensure meaningful communication and accessibility.

Describe the methods that will be used to ensure meaningful, ongoing communication between home, school, and community.	The school uses various mode of communication to share information with parents and families. These modes of communication include but are not limited to newsletters, flyers, FOCUS, email, Blackboard Connect phone messages, the CHS website, and multiple social media platforms associate with academic, athletic and/or social clubs. These are all utilized to ensure that there is open communication with our parents and families.
Describe how you notify each family in a timely manner when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field.	Letters are sent home with every student that has been taught for four or more consecutive weeks by a teacher who is out of field. A copy of the letter and a list of the parents who receive the letter is kept on file as documentation for auditing purposes.
Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	To ensure that families understand the school's curriculum, achievement levels, and progress monitoring of their child, the school convenes annual meetings to include Open House, Title I Annual Parent Meeting, and Parent Conferences (2x/year). Additionally, each core department hosts an evening event specific to their core subject (i.e. math night, literacy night, science, and social studies), which allows our students to show off their academic skills, introduce them to concept beyond their everyday schoolwork, and to show parents and families what students are learning.



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Describe how your school provides information to families in their native language. What languages do you provide?	Cocoa High School has an outstanding ESOL Department and employs personnel who are fluent in Spanish to assist with translations and serve as interpreters. Additionally, the school website can be translated into over 22 different languages. We provide information in both English and Spanish.
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	To ensure that our parents and families with disabilities have the same access to any event on campus, our Title I personnel works collaboratively with the ESE Department personnel to ensure that if anyone needs access to facilities and/or technology, we are able to provide the needed access. In the past, we have installed wheelchair accessible ramps and provided ASL interpreters during school events to assist our students and families who need assistance.
Describe the opportunities families have to participate in their child's education.	Cocoa High School builds positive relationships with families to support the needs of students and promote student success in the classroom through various activities throughout the school year. Parent and family engagement events designed to improve student performance include but are not limited the Comprehensive Needs Assessment (CNA) Focus Group, Open House, Title I Program Annual Parent Meeting, and school-based parent surveys (Fall & Spring), which affords parents and families the opportunities to participate in various aspects of the school's improvement and planning processes. Additionally, each core department hosts an evening event specific to their core subject (i.e. math night, literacy night, science, etc.), which allows our students to show off their academic skills, introduce them to concept beyond their everyday schoolwork, and to show parents and families what students are learning. To support families and students in preparation for post-educational opportunities and in conjunction with the guidance department and post-secondary institutions, we host FASFA Night and Scholarship night. Take-home resources (i.e. handouts, supplemental text, manuals, and guidebooks associated with academic coursework, the college application process, scholarship writing, and how to pay for college are provided at all events. Throughout the school year, input from families is solicited electronically via handouts and posts to the CHS website and FOCUS accounts.
Describe how your school shares the PFEP, SWP, CNA and other Title I document with community members.	These documents are shared via uploads to the CHS website, flyers or paper copies are sent home with students, they are shared and discussed in the SAC and TFO meetings and posted to FOCUS accounts.

4. Educate and build the capacity of school staff (administration, teachers, instructional assistants, custodial, front office, etc.) on ways in which to work with and engage families effectively as well as the importance of parent and family engagement in increasing student achievement. Explain your plan for this school year.

<u>Topic/Title</u>	<u>How does this help staff build school/family relationships?</u>	<u>Format for implementation: workshop, book study, presenter, etc.</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
FASFA NIGHT & SCHOLARSHIP NIGHT	Preparing for life after high school can be overwhelming for students who are also planning for college. This event is intended to provide information and assist students and their parents/with the application process. Take-home resources (i.e. handouts, supplemental text, manuals, and guidebooks associated with	These will be in-person/on-campus opportunities for students graduating this school year. The event will convene in two shared computer labs. EFSC will be supplying some resources to share/discuss. Title I Program personnel will collaboratively work with the Guidance	12 th grade students/Seniors and their parents/families	November 2020 & December 2020



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	academic coursework, the college application process, scholarship writing, and how to pay for college are provided at all events.	Department Chair and Senior Counselor to present to attending parent and families. All CDC/PPE guidelines and protocols will be followed.		
CURRICULUM NIGHTS (LITERACY, MATH, & SCIENCE)	Each core department will hosts an evening event specific to their core subject (i.e. math night, literacy night, science), which allows our students to show off their academic skills, introduce them to concept beyond their everyday schoolwork, and to show parents and families what students are learning.	These will be in-person/on-campus opportunities for students in grades 7-12. Title I Program personnel will collaboratively work with the department chair and academic coach for each content area to present to attending parent and families. Hands-on activities will be available for use. All CDC/PPE guidelines and protocols will be followed.	Students in grades 7-12	Spring 2020

5. Provide assistance, training, workshops, events, and/or meetings for families to help them understand the education system, curriculum, standards, state assessments and achievement levels.

- Offer workshops, events and/or meetings at flexible dates/times. (i.e. morning, evening, lunch, Saturdays).
- Provide information to families in a timely manner and in an easy to read format.
- The pre-populated topics are required for ALL schools; schools may add additional topics, as needed, based on family feedback collected.

Building Capacity of Families to Support Learning at Home						
Topic	Title	Tentative Date/Time Are they flexible?	Adult learning goal: What skill that reinforces student learning at home will families gain during this training?	List the Schoolwide improvement plan (SWP) goal this event <u>directly</u> supports	Translation provided	Take home materials provided
Curriculum Areas	Math Night Literacy Night Science Night	Spring 2020 Yes	Curriculum events includes but are not limited to math night, science night, literacy night, and social studies night hosted by each academic department. Take home resources are provided at all events. These resources are used to help the families and may be in the form of handouts and books highlighting important information from the event.	AREAS OF FOCUS: 1, 2 3	YES	YES
State Assessments & Achievement Levels	Title I Annual Parent Meeting	October 2020	Cocoa High School Guidance Counselors and teachers provide resources for students, parents, and their families access to tools that will help them to explain FSA scores along with any interpretation in another language, if needed.	AREAS OF FOCUS: 1, 2 3	YES	YES
Technology, FOCUS/Launchpad	FOCUS	On-going throughout the year	FOCUS support/access/passwords and training are provided for parents so that they can continue to monitor their children's progress in the classrooms.	AREAS OF FOCUS: 1, 2 3	YES	YES



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Transition (Kdg, MS, HS)	Parent & Family Information Night	Late Spring 2020	The school supports incoming and outgoing cohorts in transition from one school to another by hosting informational events during the Spring term of the year in which the students matriculate. Specifically, the school hosts a matriculation event (<i>Parent & Family Information Night</i>) for incoming 7 th graders. This event touches on the registration process, what to expect as middle-schooler, and offers guided tours for students and their families. Likewise, a similar event is hosted for incoming Freshman (9 th graders) and their families. However, the Freshman Orientation is more advanced in that the event consists of several presentations from the various departments, a presentation on graduation requirements and what to expect as a high-schooler, booths are set up to promote each of the Career & Technical Education (CTE) programs available here at the school, and students and their families are also encouraged to take a self-guided tour around	AREAS OF FOCUS: 1, 2 3	YES	YES
Parent/Teacher Conferences	Teacher/Parent Conferences	October 2020 & April 2020	Parents have the option of making an appointment with their child's teacher(s), however; if they could not make PTC, they can still meet with their child's teacher at another date and time to which they both agree.	AREAS OF FOCUS: 1, 2 3	YES	YES
*College & Career	FASFA NIGHT	November 2020	The target audiences are Juniors and Seniors. Information will be available from multiple colleges.	AREAS OF FOCUS: 1, 2 3	YES	YES
*Graduation Requirements & Scholarships	SCHOLARSHIP NIGHT	December 2020	The target audiences are Juniors and Seniors. Information will be available from multiple colleges.	AREAS OF FOCUS: 1, 2 3	YES	YES

* Required for secondary schools

How will workshops/events for families be evaluated to determine return on investment?	Exit slips and/or surveys will be provided to obtain feedback from parents and families attending the events.
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How will the needs of families be assessed to plan future events?	We understand that in order for our students to be successful we must engage our families in decision-making processes, and more importantly, we need to create an atmosphere to ensure our parents and families feel welcome at all times. We understand when the voices of our parents and families are heard and included in the decision-making process, we have a more invested individual, and our parent and family engagement program can and will improve. Therefore, it is important for us to have inclusive parent and family engagement activities.
What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc.)	Some of the hurdles we face as a secondary school in getting our parents and families to attend events is a need for child-care, need for transportation, and time, as their very busy schedule. Many are working two and three jobs, and time is not something they have to spare.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	We are working with our families to schedule events at various times of the day and night. Additionally, we are working to ensure that we are meeting their needs by having them provide feedback at the conclusion of all functions. The feedback received is used to schedule future events. Many parents are asking that we convene events during evening hours, as many of them work during the day. To date, all events have convened virtually. If an event is missed, the presentation and/or video is posted to the CHS website and can be viewed at a later time.
How do families who are unable to attend building capacity events receive information from the meetings?	To date, all events have convened virtually. If an event is missed, the presentation and/or video is posted to the CHS website and can be viewed at a later time.
What strategies were used to increase family and community engagement in decision-making?	Parents and families are all invited to join our school Tiger Family Organization (TFO) and our School Advisory Committee (SAC). In addition, parents and families are invited to meet with the Title 1 Program personnel, their child's guidance counselor, teacher, or grade level administrator. We have also established partnership with local business to try and connect our parents and families to service-learning agencies in the community.