



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

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 Carolyn Godfrey.

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 Carolyn Godfrey.

School's vision for engaging families: At Sabal Elementary our mission is to promote student achievement and build the foundation for lifelong learning and productivity. We believe that family involvement is essential to fulfilling this mission. To build meaningful partnerships with families and the community, Sabal Elementary plans to strengthen the relationships among stakeholders (parents, students, faculty, and staff) and promote collaborative planning, decision making and improvement efforts. We know that engaging our parents in the education of their children and fostering leadership opportunities will positively impact student achievement and help ensure that we meet the needs of all students at our school.

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:

Paige Norret

Date:

10/29/2020



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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) Comprehensive Needs Assessment (CNA)	Monthly SAC and PTO meetings Quarterly Coffee Chats with parents and administration Impact Parent Meeting, (CNA), Sept.10 Annual Title 1 meeting, October 1 Family Focus Meeting, May,2021 Program Evaluation Meeting, May, 2021	School Newsletter, Teacher's Classroom Newsletters, Blackboard Connect, Email and Voice, District PeachJar, flyers, and Facebook	Present PowerPoint presentation to parents and family in whole group setting and provide hand-outs with our data analysis. Parents were able to ask questions and complete a feedback form.	We will gather feedback from parents by using an exit slip at meetings. A Title 1 teacher will be present at our PTO meetings and Coffee Chats to obtain feedback verbally from each meeting.
Parent and Family Engagement Plan (PFEP)	Annual Title 1 meeting, October 1 Family Focus Meeting, September, and May. Parent Impact Meeting, Sept. 10 Monthly SAC and PTO meetings Program Evaluation Meeting in May 2021	School Newsletter, Teacher's Classroom Newsletters, Blackboard Connect, Email and Voice, District PeachJar, Facebook, and flyers	Present PowerPoint presentation to parents and family in whole group setting and provide hand-outs with our data analysis	We will gather feedback from parents by using an exit slip at meetings. A Title 1 teacher will be present at our PTO meetings and Coffee Chats to obtain feedback verbally from each meeting. We will also have parents participate in the mid-year survey and end of the year survey.
School-Home Compact	Annual Title 1 Meeting, October	School Newsletter, Teacher's Classroom Newsletters,	Present PowerPoint presentation to parents and family in whole	We will gather feedback from parents by using an exit slip at



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	Family Focus Meeting, September, and May. Parent Impact meeting, Sept. 10 Monthly SAC and PTO meetings Program Evaluation Meeting, May 2021	Blackboard Connect, Email and Voice, District PeachJar, flyer, School Facebook.	group setting and provide hand-outs with our data analysis.	meetings. A Title 1 teacher will be present at our PTO meetings and Coffee Chats to obtain feedback verbally from each meeting. We will also have parents participate in the mid-year survey and end of the year survey.
Title I Budget & Framework	Annual Title 1 meeting, monthly SAC meetings, Program Evaluation meeting in May 2021	School Newsletter, Teacher's Classroom Newsletters, Blackboard Connect, Email and Voice, District PeachJar, and flyers	Present PowerPoint presentation to parents and family in whole group setting and provide hand-outs with our data analysis	Exit slips
Parent & Family Engagement Funds	Annual Title 1 meeting in October, Parent and Community Impact Meeting in September, and Program Evaluation meeting in May, 2021	School Newsletter, Teacher's Classroom Newsletters, Blackboard Connect, Email and Voice, District PeachJar	Present PowerPoint presentation to parents and family in whole group setting and provide hand-outs with our data analysis.	Exit slips

**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	October 1 at 6:30
How are families notified of the meeting?	Parents are notified through a school wide flyer, individual classroom teacher newsletters, school newsletter, Blackboard Connect email, text, and voice, and Facebook. It is also on the District PeachJar. Students will put it in their student planners. It is also on our school website and marquee.
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



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	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?	Attendance of economically disadvantaged parents is low at our annual meeting. Through surveys we know parents do not attend because they have multiple children. This year the meeting will be virtual. To address the language barrier, we will provide Spanish translation during the meeting using translation devices, or Microsoft Translator. Our ESOL teacher will be at the meeting to answer any questions parents might have. We provide an incentive to every child whose parent attends our meeting. .
How will you get feedback from parents and families about the meeting?	Parents will have the opportunity to provide feedback by completing an exit slip after the meeting. Our Title 1 team will also be available after the meeting to answer any questions parents and families might have. We will have our exit slips in Spanish as well as staff available to assist in translation.
How do parents and families who are not able to attend receive information from the meeting?	We will notify our parents and families that the Title 1 Power Point for our annual meeting will be on our website and available in our Title 1 Parent Binder in the front office. We will also communicate that any parent can schedule a meeting with our Title 1 team to go over all information presented at the meeting.

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.



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Title II- Professional Development	Sabal Elementary Title I staff, the district Title I Parent Involvement Resource Teacher, and the Office of Educational Leadership and Professional Development staff work together to provide staff with professional development on creating successful relationships with parents. Our teachers and staff will be participating in a training on Conscious Discipline, which focuses on the social/emotional aspect of the student. We will have a Parent workshop to inform parents of the Conscious Discipline strategies that can also be used at home to support the social/emotional side of our students. Our main focus is continuous training and supporting all teachers in implementing our Academic Parent Teacher Team meeting. During our monthly Professional Development Day (PDD) and weekly Grade level meetings in October and February we will focus on the components of Academic Parent Teacher Team Meetings (APTT). Teachers will have planning time before and a debrief session after each meeting. The teacher debrief is to go over what went well and how they can improve their APTT presentation. It is also a time for teachers to brainstorm.
Title III-ESOL	Our ESOL contact works directly with the district ESOL staff to continuously meet the needs of our ELL students. Our ESOL teacher translates documents and translates at meetings.
Title IV-Well-Rounded Education/School Safety/Educational Technology	Sabal teachers and the District Office collaborate to plan and implement appropriate training opportunities for staff and families to utilize FOCUS as a communication tool between school and home.
Title IX-Homeless	Sabal students identified as homeless are eligible for tutoring services paid by district Title I funds, if the students demonstrate academic deficiencies.
FDLRS/ESE services	Exceptional Student Education (ESE): Our ESE teachers will have extended planning in the first grading period with the VE district resource person in reading and math. Professional development opportunities are provided to staff and parents by the Office of Title I, Exceptional Education, and FDLRS. Parents are informed of Title I services their child receives during conferences.
Preschool Programs (Head Start/VPK)	VPK/EELP Title I funding supplements our VPK program, allowing us to offer full day services for our VPK students and families. Families of students in VPK and EELP are invited to all school wide family involvement events.
SAC	Our school advisory council will meet monthly. This council is composed of teachers, staff, business partners, parents, and community leaders.



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PTO/PTA	Our PTO will meet monthly following our SAC meetings. Our PTO board includes a president, vice president, treasurer, and secretary. All parents, teachers, and staff are welcome to attend monthly meetings. Our Assistant principal and a Title 1 teacher attend all meetings.
Community Agencies/Business Partners	We are in partnership with many businesses in our community. We invited all our business partners and community members to our Parent Impact Meeting to get input on our PFEP and SIP. We also reviewed our Comprehensive Needs Assessment. We are in partnership with Emmanuel Methodist Church, Melbourne Junior League, and Kona Ice. They have all partnered up with Sabal to help us meet our academic and social and emotional goals. We share all newsletters with our community stakeholders to keep them informed.

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.	Timely information about Title I Programs will be distributed at the Annual Title I Meeting held in the beginning of the school year. Also distributed at the annual meeting are descriptions and explanations of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]. Included in this are Florida's academic content standards, Florida's student academic achievement standards, local academic assessments including alternate assessments, requirements of Title I, and how to monitor their children's progress. All students enrolling after the annual meeting will receive these materials on their first day of class. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)] will be provided through regular scheduled meetings during district conference nights. Dates and method of distribution of required documentation is noted on individual teacher class lists for each student. Other meetings may be scheduled by request from parents, teacher, or faculty members as a need arises. If the school wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include parent comments with the plan that will be made available to the local education agency [Section 1118(c)(5)]. The PowerPoint and Sign-in sheets will serve as documentation that the information was provided during the Annual Meeting. Sign-in sheets will
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	be collected throughout the year to serve as documentation for parent requested meetings that cover the information described.
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.	Families are provided information regarding curriculum, achievement levels, progress monitoring, and assessments at our Open House and Annual Title 1 meeting in October and our Academic Parent Teacher Team meetings in November and February.
Describe how your school provides information to families in their native language. What languages do you provide?	All information related to school and parent programs, meetings, and activities, will be in an understandable format and will be available in other languages if requested by parents. Our monthly school newsletters will be translated in Spanish. We will provide Spanish translation at all our Academic Parent Teacher meetings.
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Alternative formats will also be provided upon the request of parents with disabilities as needed. A staff member that speaks Spanish is available to teachers and staff to assist in communication with Spanish speaking parents. We will have translators, in Spanish, available at all our APTT meetings, Title 1 meeting, and Open House.
Describe the opportunities families have, to participate in their child's education.	We are implementing Academic Parent Teacher Team Meetings (APTT) again this year. There will be two mandatory meetings per year for parents to attend to review student data, goals, and share ways parents can support their child at home while learning information regarding the new Florida Standards. The dates for APTT are November 5 th and February, and in May a celebration. Our first meeting will be virtual. Our APTT meetings for 3 rd through 6 th grade will also include student lead conferences.
Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.	We invited all our business partners and community member who support our school, to our Parent Impact meeting in September. We also invite them to our Program Evaluation meeting in May to obtain their input and feedback.

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.



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<u>Topic/Title</u>	<u>How does this help staff build school/family relationships?</u>	<u>Format for Implementation:</u> <u>workshop, book study, presenter,</u> <u>etc.</u>	<u>Who is the audience?</u>	<u>Tentative</u> <u>Date/Time</u>
Training and support all teachers in implementing our Academic Parent Teacher Team meetings.	APTT is a research-based family engagement model that is setting a new standard for parent-teacher collaboration. The APTT model repurposes traditional parent-teacher conferences into dynamic parent teacher teams committed to increasing student achievement	Whole group, professional development, presented by Title 1 teacher.	All classroom teachers, activity teachers, ESE teachers, Title 1 teachers, instructional coaches.	September 2020, during grade Level meetings
Conscious discipline	Conscious Discipline is our new social-emotional program that we are pushing out over a three-year span to understand, analyze, and implement strategies that will effectively support the social emotional well-being of everyone on campus. Conscious Discipline is a research-based, trauma-informed approach that outlines behavior management strategies and school culture enhancing techniques that help support a positive school environment.	This is three-year training, whole group professional development on early release Fridays.	All classroom teachers, activity teachers, ESE teachers, Title 1 teachers, instructional coaches.	August-May, PD day once a month of Friday.

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.

<u>Building Capacity of Families to Support Learning at Home</u>						
<u>Topic</u>	<u>Title</u>	<u>Tentative</u> <u>Date/Time</u> Are they flexible?	<u>Adult learning goal:</u> 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	<u>Translation</u> <u>provided</u>	<u>Take</u> <u>home</u> <u>materials</u> <u>provided</u>



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Curriculum Areas	APTT meetings	Nov. 5 and February 25 th	Parents receive specific academic information on grade level standards, expectations, and their student's progress as well as instructional strategies and activities that allow them to extend the learning to the home environment. Families in collaboration with the teacher, also set S.M.A.R.T goals for their child based on the data presented on the foundational skill.	Area of Focus #2 Instructional Practices specifically relating to ELA and #4 Instructional Practices specifically relating to math. Instruction must be clearly aligned to grade level standards to increase student academic success.	Yes	Yes
State Assessments & Achievement Levels	Annual Title 1 meeting, Parent Impact meeting, and Program Evaluation meeting in May	Impact Meeting, 9/10, Title 1 meeting, 10/1	To explain iReady diagnostic data given in September in reading and math. To also compare Sabal's QLA data to the district average from the 2019-2020 year. Also review FSA data from the 2018-2019 school year.	Area of Focus #2 Instructional Practices specifically relating to ELA and #4 Instructional Practices specifically relating to math. Instruction must be clearly aligned to grade level standards to increase student academic success.	Yes	Yes
Technology, FOCUS/LaunchPad	APPT meeting and Virtual technology support meeting for parents.	November 5 and in December	Parent input showed parents are frustrated with FOCUS and not using it.	Area of Focus #2 Instructional Practices specifically relating to ELA and #4 Instructional Practices specifically relating to math. Instruction must be clearly aligned to grade level standards to increase student academic success.	Yes	Yes
Transition (Kdg, MS, HS)	Kindergarten Orientation	April, 2021	Expectations and preparing students for the transition.	Area of Focus #2 Instructional Practices specifically relating to ELA and #4 Instructional	Yes	Yes



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	<i>Middle School Transition</i>	November , 2020		Practices specifically relating to math. Instruction must be clearly aligned to grade level standards to increase student academic success.		
Parent/ Teacher Conferences	APTT Meetings- Academic Parent Teacher Team Meetings	November 5 and February 25 th Make up meetings will be offered	APTT is a research-based family engagement model that is setting a new standard for parent-teacher collaboration. The APTT model repurposes traditional parent-teacher conferences into dynamic parent teacher teams committed to increasing student achievement. Parents receive specific academic information on grade level standards, expectations, and their student's progress, as well as instructional strategies and activities that allow them to extend the learning to the home environment. Families in collaboration with the teacher, also set S.M.A.R.T goals for their child based on the data presented on the foundational skill. Parents and teachers will be meeting three times a year, this includes two team meetings where all the families will come together and one 30-minute individual meeting that allows the teacher to provide parents one-on-one time. Childcare and translation will be available.	Schoolwide Improvement Priorities APTT Academic Parent Teacher Teams, held twice a year to improve communication from school to home. Provide resources for parents as to how to help their child based on class and individual data.	Yes, translation devises will be used for our Spanish speaking families at all meetings	Yes, in all grade levels based on the standard focused on for each grade level.
Parent Resource Center	APTT meetings, give out brochure to parents explaining the resources that	November 5 th	Materials for checkout for parents to work with their students at home. This will give parents materials that meet specific academic goals that are needed for their child to master.	Area of Focus #2 Instructional Practices specifically relating to ELA and #4 Instructional Practices specifically relating to math. Instruction must be clearly aligned to grade level	Yes	Yes



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	can be checked out. Take a video of items and put it on our website. Let teachers 's check out items to give to parents.			standards to increase student academic success.		
Curriculum-Science	Parent Science Night-4 th through 6 th grade	November	We will have a Virtual Parent/Family Science Night in November. This informational meeting will help our parents understand the components of a Science Fair Project. We will target our 4 th , 5 th and 6 th grade parents.	Schoolwide Improvement Priorities: Instructional Practice and Planning for Science.	Yes	Yes
Coffee Chats	Coffee Chats	quarterly	Sabal will have an Administrative Coffee Chat quarterly where parents are invited to meet with the principal and assistant principal to talk about their concerns, new programs being used, curriculum updates, and opportunities parents have to be more involved.	Area of Focus #1 Culture and Environment specifically relating to social emotional learning. Area of Focus #2 Instructional Practices specifically relating to ELA and #4 Instructional Practices specifically relating to math.	Yes	Yes
Professional Development	Conscious Discipline	January	Conscious Discipline is our new social-emotional program that we are pushing out over a three-year span to understand, analyze, and implement strategies that will effectively support the social emotional well-being of everyone on campus. Conscious Discipline is a research-based, trauma-informed approach that outlines behavior management strategies and school culture enhancing techniques that help support a	Area of Focus #1 Culture and Environment specifically relating to social emotional learning. Show parents strategies teachers are learning through Conscious Discipline PD. Parents can also use these strategies with their child.	Yes	Yes



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			positive school environment and increase student achievement.			
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* Required for secondary schools

How will workshops/events for families be evaluated to determine return on investment?	We will have exit slips at our Title 1 meeting and at each of our APTT meetings. We will also have a midyear parent survey. In May we will have a Family Focus Meeting to get specific input from parents on our APPT meetings. We will also have a Program Evaluation meeting with all parents and families to provide data on the variety of programs we used this year and get their input.
How will the needs of families be assessed to plan future events?	Refer to exit slips – analyze and desegregate data to determine which programs were successful and which needed to be changed. Look at times and days of week that worked best for parents.
What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)	Our goal last year was to have 80% of our parents attend our APTT meetings last year. We only averaged 40-50%. Attendance of economically disadvantaged parents is low at our APTT meetings. Through surveying our parents, we learned parents want us to continue to have special events for their children while they attend the APTT night. Due to the pandemic our first APTT meetings will be virtual. We are hoping to see better attendance since parents will be able to be in the comfort of their own home. We hope to have our second meeting on campus where we will continue to provide childcare and special events for their children. Also through parent feedback parents want their older children involved in setting S.M.A.R.T. goals. We are going to continue to incorporate Student Led Conferences into our APTT model for 3 rd through 6 th grade. We hope this will increase our attendance at our meetings. Our ESOL teacher is going to communicate with all our non-English speaking parents that there will be translation at our APTT meetings. It is our belief that if we can get 80% of our parents at our first meeting we will have better attendance at our second meeting. We will continue to survey parents, increase advertisement, and provide incentives for students and parents to attend our APTT meetings. We also need to better inform our parents that we will have Spanish translation for them during all of our meetings.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Through parents input we know parents want us to offer a make-up session for our APTT meetings during school hours. This will help parents who work in the evenings or have other prior engagements. We will offer a make-up session the week of November 9 and February 25, at 1:30 for any parents who could not attend our night meetings.

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How do families who are unable to attend building capacity events receive information from the meetings?	Parents will receive information from our parent events through newsletters, blackboards, and individual parent conferences. Parents can request the information by emailing the Title 1 Contact. All information will be in our Title 1 Binder in the front office.
What strategies were used to increase family and community engagement in decision-making?	In May 2021 we are giving away resources and books for families to utilize over the summer to prevent summer slide at our Spring Fling. Before this event parents will be invited to a Program Evaluation meeting to present data on the programs we used and if they were effective. They were given the opportunity to give input on how we should use our Title 1 funds on programs that increase student achievement.