



**Brevard Public Schools**  
**Office of Title I**  
**2019-2020 Parent and Family Engagement Plan (PFEPP)**

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 Christine Therber 321-633-3489 ext. 1031 or therber.christine@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 Christine Therber 321-633-3489 ext. 1031 or therber.christine@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: \_\_\_\_\_

11/5/19



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**EVERY TITLE I SCHOOL IN BREVARD COUNTY WILL:**

1. Involve families and community members in the design, implementation and evaluation of their Schoolwide Improvement Plan (SWP) 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)	May 13, 2019 Sept 18, 2019 On-going surveys	Blackboard Connect text, voicemail & emails, newsletters via Peachjar &/or sent home with student, website & phone calls	Annual Title 1 meeting Parent/Family Engagement nights Surveys Faculty meetings w/Brevard County Sheriffs & Eckerd Counselor Surveys	Exit Slips Surveys Sign In Sheets
Parent and Family Engagement Plan (PFEF)	May 13, 2019 Sept. 18, 2019	Blackboard Connect text, voicemail & emails, newsletters via Peachjar &/or sent home with student, website & phone calls	Parent/Family Engagement nights and Annual Title 1 meeting. Surveys	Exit Slips Surveys
School-Home Compact	Intake mtg Parent/Family night On-going surveys	Blackboard Connect text, voicemail & emails, newsletters via Peachjar &/or sent home with student, website & phone calls	Opportunity during intake, Parent/Family Engagement nights and Annual Title 1 meeting. Surveys	Parent/Family Engagement nights Surveys
Title I Budget & Framework	Intake mtg Annual Title 1 mtg	Blackboard Connect text, voicemail & emails, newsletters via Peachjar &/or sent home with student, website & phone calls	Parents/Guardians give input when we hold the intake meeting.	Title I paperwork done at intake with signatures survey
Parent & Family Engagement Funds	May 13, 2019 Sept. 18, 2019 On-going surveys	Blackboard Connect text, voicemail & emails, newsletters via Peachjar &/or sent home with student, website & phone calls	Parents/Guardians give input when we hold the intake meeting. Parent Engagement Night	Exit Slips Surveys Sign In Sheets

*\*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	Sept 18, 2019
How are families notified of the meeting?	Newsletters via Peachjar and school website, Blackboard Connect messages which are disseminated by text, email and phone messages.
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.



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<b>How are parents and families informed of their rights?</b>	Brevard Public Schools Office of Title I provides all Title I schools with a brochure informing parents of their rights. This brochure is given at Student/Parent Intake meetings. 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.
<b>What barriers will you address to encourage parents/families to attend?</b>	Convenient times and place
<b>How will you get feedback from parents and families about the meeting?</b>	Exit slips
<b>How do parents and families who are not able to attend receive information from the meeting?</b>	Intake, phone call from Parent Liaison

**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.**

<b>Title II- Professional Development</b>	Conflict Mediation and Resolution which deals with topics like anger management and Peer Mediation where instructional staff will be taught the process and would serve at the school and possibly return to their home schools and start peer mediation programs there. The third topic would be Family Conflict which would provide us with the teacher materials and online resources where we could train parents throughout the year one topic at a time. Peace Education
<b>Title III-ESOL</b>	All materials are offered in Native Language, through Mrs. LeSage
<b>Title IV-Well-Rounded Education/School Safety/Educational Technology</b>	Speak & Fortify online anonymous incident reporting
<b>Title IX-Homeless</b>	We have a partnership with Computers for Kids, when a student needs a computer this group refurbished a donated computer for student to be able to complete their assignments as we are an online school.
<b>FDLRS/ESE services</b>	We have a partnership with Computers for Kids, when a student needs a computer this group refurbished a donated computer for student to be able to complete their assignments as we are an online school. Coordinate with Mrs. LeSage. ALC has 3 floating IAs
<b>Preschool Programs (Head Start/VPK)</b>	N/A
<b>SAC</b>	N/A





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PTO/PTA	N/A	
Community Agencies/Business Partners	We have a partnership with Computers for Kids, when a student needs a computer this group refurbished a donated computer for student to be able to complete their assignments as we are an online school. Motivational Speakers volunteer to speak with students. Kona Ice provided students with a Positive Behavior Intervention Support Recognition. Sam's club donated money toward our PBIS Recognition Store.	

**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.	Phone calls, emails and conferences.
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.	Intakes, Odysseyware, interims and teacher conferences.
Describe how your school provides information to families in their native language. What languages do you provide?	We send information home in the language in which the family requests, translations are done for us as requested
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	All parent information is placed on the webpage, sent out through Black Board Connect and newsletters.
Describe the opportunities families have to participate in their child's education.	Parental Portal for online education/Odysseyware Parent/Teacher Conferences Parent Engagement Nights
Describe how your school shares the PFEF, SWP, CNA and other Title I documents with community members.	Website Newsletters Blackboard

**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>



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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	Intakes Parent Engagement Night School Counselor Meetings	Sept 18, 2019	Reading strategies	Conflict Resolution Discipline Chronic Absences	yes	yes
State Assessments & Achievement Levels	Intakes Parent Engagement Night School Counselor Meetings		School Counselor meets with any parent/guardian to review	Conflict Resolution Discipline Chronic Absences	yes	
Technology, FOCUS/LaunchPad	Intakes Parent Engagement Night School Counselor Meetings		Odysseyware	Conflict Resolution Discipline Chronic Absences	yes	
Transition (Kdg, MS, HS)	Intakes School Counselor Meetings		During intake Admin speaks about transition meetings for return to sending school	Conflict Resolution Discipline Chronic Absences	yes	
Parent/Teacher Conferences	Intakes Parent Engagement Night School Counselor Meetings			Conflict Resolution Discipline Chronic Absences	yes	
*College & Career	Intakes School Counselor Meetings	Oct, 2019	FAFSA for seniors	Conflict Resolution Discipline Chronic Absences	yes	
*Graduation Requirements & Scholarships	Intakes School Counselor Meetings		School Counselor meets with any parent/guardian to review	Conflict Resolution Discipline Chronic Absences	yes	

\* Required for secondary schools



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<b>How will workshops/events for families be evaluated to determine return on investment?</b>	Parent feedback
<b>How will the needs of families be assessed to plan future events?</b>	Feedback forms
<b>What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)</b>	Distance Transportation Transient
<b>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</b>	Intake, one on one meeting, phone call to parent from parent liaison for families that can't make event
<b>How do families who are unable to attend building capacity events receive information from the meetings?</b>	Intake, one on one meeting, phone call to parent from parent liaison
<b>What strategies were used to increase family and community engagement in decision-making?</b>	Speak about it in intake, notify families of Parent/Family Engagement events throughout the year offered by the District