



**Brevard Public Schools  
Office of Title I  
2024-2025 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: (Joanne Vasquez jvasquez@palmbayacademy.org), 321-984-2710.*

*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: (Joanne Vasquez jvasquez@palmbayacademy.org), 321-984-2710.*

**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.**

<b>Title I Documents</b>	<b>Date of meeting to gather family/community input.</b>	<b>List outreach strategies used to invite families and community to provide input.</b>	<b>Describe the method in which family and community members were involved.</b>	<b>What evidence do you have to document family/community participation?</b>
<b>Schoolwide Improvement Plan (SWP) Comprehensive Needs Assessment (CNA)</b>	Input from families through family event exit tickets and parent surveys during 2023-2024 school year	PBA elicits input during school-wide family events and online surveys	Surveys and exit ticket comments were used to inform decision-making for school-wide programs	Exit tickets from numerous family events and parent surveys
<b>Parent and Family Engagement Plan (PFEP)</b>	9/17/2024 and 9/17/2024	Paper invitation home in backpacks, Blackboard messages (email, phone), PBA website	Title 1 contact presented Title 1 informational power point, stopping frequently for explanations and questions. Parents were given copy of last year's Compact to edit and revise. Parents were asked to give input on distribution of Title 1 funds orally and on an exit ticket.	Meeting Sign In sheets, meeting minutes, and exit tickets.
<b>School-Home Compact</b>	9/17/2024 and 9/17/2024	Paper invitation home in backpacks, Blackboard messages (email, phone), PBA website	Title 1 contact presented Title 1 informational power point, stopping frequently for explanations and questions. Parents were given copy of last year's Compact to edit and revise. Parents were asked to give input on distribution of Title 1 funds orally and on an exit ticket.	Meeting Sign In sheets, meeting minutes, and exit tickets.
<b>Title I Budget &amp; Framework</b>	9/17/2024	Paper invitation home in backpacks, Blackboard messages (email, phone), PBA website	Title 1 contact presented Title 1 informational power point, stopping frequently for explanations and questions. Parents were given copy of last year's Compact to edit and revise. Parents were asked to give input on distribution of Title 1 funds orally and on an exit ticket.	Meeting Sign In sheets, meeting minutes, and exit tickets.
<b>Parent &amp; Family Engagement Funds</b>	9/17/2024	Paper invitation home in backpacks, Blackboard messages (email, phone), PBA website	Title 1 contact presented Title 1 informational power point, stopping frequently for explanations and questions. Parents were given copy of last year's Compact to edit and revise. Parents were asked to give input on distribution of Title 1 funds orally and on an exit ticket.	Meeting Sign In sheets, meeting minutes, and exit tickets.

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



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

<b>Tentative date &amp; time(s) of meeting</b>	September 16, 2023
<b>How are families notified of the meeting?</b>	Paper invitation home in backpacks, Blackboard messages (email, phone), PBA website
<b>What information is provided at the meeting?</b>	The Office of Title I provides each school with a Powe 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.
<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 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.
<b>What barriers will you address to encourage parents/families to attend?</b>	One evening meeting, One online meeting, in English, one in Spanish, children welcome to attend
<b>How will you get feedback from parents and families about the meeting?</b>	In conversation throughout meeting, questions and answers, and exit tickets.
<b>How do parents and families who are not able to attend receive information from the meeting?</b>	Copies of Title 1 Power Point Presentation in English and Spanish will be available on the website, and on paper upon request.

**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>	Teacher training for Social Emotional Learning – Ruby Payne Poverty Training Leader In Me training for all teachers, staff, students and parents to implement LIM program at school and at home Teachers are able to take any district classes necessary for additional endorsements and/or to improve their practice
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<b>Title III-ESOL</b>	Translation for parents and students for meetings and documents, Instructional Assistant for ESOL students to assist in classrooms and do intervention groups K-8, provision of bilingual dictionaries, facilitation of online English language learning programs, after-school tutoring for ESOL students
<b>Title IV-Well-Rounded Education/School Safety/Educational Technology</b>	PBA utilizes the district FOCUS grade reporting, information and communication system to keep families constantly informed about the social and academic progress of their students. PBA utilizes Blackboard to communicate with parents by phone and email to alert them of upcoming events, important school information, as well as information that needs immediate attention.
<b>Title IX-Homeless</b>	The Students in Transition program helps PBA students with school materials, hygiene items, uniforms, and tutoring for all students whose families register as being in transition.
<b>FDLRS/ESE services</b>	PBA has two full time ESE teachers to work with students and service their IEPs, as well as to meet with parents to create, modify, and implement new and continuing IEPs, evaluate student needs, and procure assistive technology when needed
<b>Preschool Programs (Head Start/VPK)</b>	PBA works closely with numerous local preschool programs, many of which provide before and aftercare as well as transportation to many PBA students. PBA invites all preschoolers to our annual Suessabration event to experience PBA during this family event focused on promoting reading at home.
<b>SAC</b>	PBA holds Parent Panther Leader meetings every month to encourage parents to be involved in supporting the PBIS habits at home and to give their input on decision-making for school planning. We are working on building our SAC and PTA through this parent leadership team.
<b>PTO/PTA</b>	PBA holds Parent Panther Leader meetings every month to encourage parents to be involved in supporting the Leader In Me habits at home and to give their input on decision-making for school planning. We work on building our SAC and PTA through this parent leadership team.
<b>Community Agencies/Business Partners</b>	Children’s Hunger Project provides weekend food for families in need; A Better Therapy and The Stepping Stones Group provide counseling for our students on campus, First Presbyterian Church of Palm Bay provides shoes for PBA children in need.

**3. Utilize strategies to ensure meaningful communication and accessibility.**

<b>Describe the methods that will be used to ensure meaningful, ongoing communication between home, school and community.</b>	Maintenance of PBA website, use of FOCUS for mass emails and calls and texts, frequent invitations through all mediums to call any staff member or teacher with questions or issues, paper invitations to events and newsletters sent home in backpacks.
<b>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.</b>	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.
<b>Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.</b>	Open House, Title 1 Annual Meeting, Parent Conferences, and FOCUS accounts all provide families with individual student progress information as well as PBA’s grade level and school-wide performance, benchmarks, and expectations. IPST meetings are utilized to communicate with families whose students may need extra assistance or services.



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Office of Title I  
2024-2025 Parent and Family Engagement Plan (PFEP)**

<b>Describe how your school provides information to families in their native language. What languages do you provide?</b>	Title 1 materials are translated into Spanish and Creole when possible, meetings are translated for Spanish speakers when possible
<b>How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</b>	Flexible meeting times, and virtual meetings are an option
<b>Describe the opportunities families have to participate in their child's education.</b>	Attending family engagement events and parent workshops, Parent Panther Leadership meetings, Open House, Title 1 Annual Meeting, and Parent Teacher Conferences. Parents are always welcome to contact teachers, Title 1 and MTSS coordinator, and ESE and ESOL Coordinators for assistance or information.
<b>Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.</b>	Title 1 Annual Meeting, PBA Website, Title 1 Binder in front office, copies available upon request

**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>
Ruby Payne Poverty Training	Training for teachers on recognizing and addressing the needs of students living in poverty with empathy and understanding.	Online workshop and book study.	All teachers	

**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.



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Office of Title I  
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<b>Building Capacity of Families to Support Learning at Home</b>						
<b>Topic</b>	<b>Title</b>	<b>Tentative Date/Time</b> Are they flexible?	<b>Adult learning goal: What skill that reinforces student learning at home will families gain during this training?</b>	<b>List the Schoolwide improvement plan (SWP) goal this event directly supports</b>	<b>Translation provided</b>	<b>Take home materials provided</b>
<b>Curriculum Areas</b>	Open House, Family Engagement Events	Monthly, Weekday evenings or Saturdays	Parents will learn grade level standards and expectations and what they can do to reinforce student progress towards these at home.	ELA and Math	Spanish, upon request	Books, flash cards, manipulatives, learning/skill games
<b>State Assessments &amp; Achievement Levels</b>	Test Scores sent home in backpacks	August 30th	Parents receive detailed descriptions of what their children's achievement levels in ELA and math are and where specifically their strengths and areas of need lie.	ELA and Math	Spanish, upon request	Test scores and explanations
<b>Technology, FOCUS/LaunchPad</b>	Open House	September 17, 2024	Parents will receive their access information, passwords, and instructions on how to access all that is in FOCUS. Parents will also receive information on what computer programs can and should be accessed at home for further instruction and skill practice.	ELA and Math	Spanish, upon request	FOCUS and learning websites information and passwords
<b>Transition (Kdg, MS, HS)</b>	Seussabration and High School Informational Events	March, April	Incoming kindergarten parents will be introduced to the PBA Elementary campus, teachers, and program. Parents will be given resources and information supporting preparation for kindergarten entry in August. Middle School students and their families will be presented with area high school options and information about programs and entry requirements.	ELA and Math	Spanish, upon request	Books, school and registration information
<b>Parent/Teacher Conferences</b>	Parent/Teacher Conferences	October, 2024 March, 2025	Parents will learn grade level expectations for assessments, current progress of their children, and what areas need to be further developed and reinforced.	ELA and Math	Spanish, upon request	Grade level support materials, such as flash cards, manipulatives, books
<b>*College &amp; Career</b>	Middle school Career Day	February, 2025	Students will be able to see other occupations and work experiences.			
<b>*Graduation Requirements &amp; Scholarships</b>						

\* Required for secondary schools



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Office of Title I  
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<b>How will workshops/events for families be evaluated to determine return on investment?</b>	Exit tickets, sign in sheets
<b>How will the needs of families be assessed to plan future events?</b>	Exit tickets, surveys
<b>What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)</b>	Event and meeting times – flexible meeting days and times Translation – provide Spanish translators, engage district translators with translation kits Transportation/time – virtual attendance option
<b>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</b>	Evening events/meetings/workshops on most desirable days of the week, at various times, according to parent surveys Some events on Saturdays and in the mornings
<b>How do families who are unable to attend building capacity events receive information from the meetings?</b>	PBA Website, activities and materials available upon request
<b>What strategies were used to increase family and community engagement in decision-making?</b>	Multiple meetings in English and Spanish, different days and times