



Brevard Public Schools
Office of Title I
2021-2022 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 (Sandra Thorson, Sandra.thorson@uhsinc.com)

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 (María Juárez, Maria.juarez@uhsinc.com)

School's vision for engaging families:

Fieldston's vision for Parent and family engagement is working together to support and motivate our students educational and social-emotional confidence. Parents and families are the biggest piece of the success puzzle. The involvement that prompts the home-school connection affects student's success and expectations for themselves. Fieldston demonstrates an appreciation for learning and consistency where students, parents and families are encouraged to participate and together we can impact our students lives.

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: Quincy Colletti Date: 10/11/2021

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? |
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| Schoolwide Improvement Plan (SWP) Comprehensive Needs Assessment (CNA) | 03/12/2021 08/24/2021 | Open discussions, questions, and agenda for Title I Open House. Flexible opportunities to provide feedback, emails, flyers, surveys and school website. | Feedback forms, exit slips, surveys and involvement with School Advisory Council, School Improvement Committee. Agencies, partners and families are invited to participate in activities, events, and meetings. Their input is invited through written or verbal means. | Surveys, feedback questionnaires and exit slips, discussions. |
| Parent and Family Engagement Plan (PFEP) | 03/12/2021 10/06/2021 | Open discussions, questions, and agenda for Title I Open House. Flexible opportunities to provide feedback, emails, flyers, school website. | Feedback forms, exit slips, surveys and involvement with School Advisory Council, School Improvement Committee. Agencies, partners and families are invited to participate in activities, events, and meetings. Their input is invited through written or verbal means. | Surveys, feedback questionnaires and exit slips, phone discussions. |
| School-Home Compact | 10/2021-11/2021 | Flexible opportunities to provide feedback, emails, flyers, school website. | Feedback forms, exit slips, surveys and involvement with School Advisory Council, School Improvement Committee. Agencies, partners and families are invited to participate in activities, events, and meetings. Their input is invited through written or verbal means. The parent/teacher conferences have a section for input on the compact. | Surveys, feedback questionnaires and exit slips, phone discussions. |
| Title I Budget & Framework | 10/06/2021 03/2021 05/2021 | Open discussions, questions, and agenda for Title I Open House. Flexible opportunities to provide feedback, emails, flyers, school website. | Feedback forms, exit slips, surveys and involvement with School Advisory Council, School Improvement Committee. Agencies, partners and families are invited to participate in activities, events, and meetings. Their input is invited through written or verbal means. Discussed at parent/teacher conference with written feedback. | Surveys, feedback questionnaires and exit slips, phone discussions. |
| Parent & Family Engagement Funds | 03/2021 09/2021 10/06/2021 | Open discussions, questions, and agenda for Title I Open House. Flexible opportunities to provide feedback, emails, flyers, school website. | The leadership team, SAC and SIC evaluate the feedback and concerns from parents/families from previous events. Their feedback along with research-based resources drive the budgetary purchases for the school year. | Surveys, feedback questionnaires and exit slips. Parent Resource room suggestions, phone discussions. |

**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.



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| Tentative date & time(s) of meeting | 10/06/2021 8am-9am and 5pm-6pm (Two sessions to accommodate parent/guardian schedules) |
| How are families notified of the meeting? | FPS advertises annual parent meeting by communicating in a timely manner the date and time of the meeting on the school website, flyers, memo, email, Class DOJO, newsletters and phone calls. |
| 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. The annual Title I Open House was virtual this year with the Power Point Presentation presented virtually, emailed for parents/guardians who couldn't participate and posted on the school website for parent/guardian and stakeholders' convenience. |
| 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? | Some of the barriers that have hindered participation by parents and families during our previous school year are parental disinterest, disconnected phones, and transportation issues. Fieldston has worked diligently to provide greater incentives for participation, alternative and a variety of means of communication, offered phone conferences in which to document their feedback, concerns and suggestions. |
| How will you get feedback from parents and families about the meeting? | FPS has parent feedback forms (surveys and exit slips) and encourages discussions with parent input/feedback during the events. Fieldston has also added taking with parent/guardians over the phone in order to document feedback for those who have limited access to in person participation or email. Fieldston still utilizes paper-based feedback forms in addition to email for the virtual platforms. |
| How do parents and families who are not able to attend receive information from the meeting? | Fieldston encourages personal participation in school events, but also offers written minutes and agendas with PowerPoint by email if requested. Parental feedback forms are available written or emailed in addition to open conversations via telephone or in person with a Title I contact per request at a later time/date. Fieldston provides a summary brochure of the Parent Family Engagement Plan (PFEP) and the District Title I PIP Summary in addition to having copies of both available in the front lobby for viewing. Fieldston administration evaluates and includes the parental input. |

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 | Fieldston is continual in their efforts to provide Professional Development in targeted areas of need in order to provide excellence in education for our student needs. The professional development needs evolve with the changing needs of our student population and academic and behavior environment. |
| Title III-ESOL | Fieldston will provide parental involvement materials, communications and school initiatives in native home language. Fieldston will support any ELL students with the necessary curriculum, accommodations and supports needed in order to accurately assess and monitor progress in both English and native language. Fieldston has ESOL certified teachers on staff. |
| Title IV-Well-Rounded Education/School Safety/Educational technology | Fieldston provides a well-rounded program that educates the whole student. Social emotional needs, exposure to life skills and real-world community involvement along with high expectations in core academic areas. The Fieldston staff and counselors work with students for post-school transition resources, continuing education and vocational based program integration. Fieldston has also implemented transition planning and career preparation |



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| | <p>classes for post school preparedness. Preparing students academically and behaviorally to move forward and succeed in their school environment as well as acclimate to a post school environment.</p> <p>Title IX-Homeless</p> <p>Fieldston provides resources and services to assist with students in transition. Fieldston has a Title IX contact, Jonte Lewis whose contact information is on the Fieldston website. All students have equal access to the services they qualify for through their IEP and our educational programs. Fieldston also have mental health counselors on staff to assist in supporting families/students during their transitional times. Fieldston provides a link with all Brevard County resources to assist parents and will be happy to assist with paperwork, etc upon request.</p> <p>FDLRS/ESE services</p> <p>FPS students receive speech, language, occupational therapy, behavioral analyst, school psychologist, ESE district support specialist services.</p> <p>Preschool Programs (Head Start/VPK)</p> <p>N/A</p> <p>SAC</p> <p>Parents are also invited to participate along with Fieldston staff members in monthly School Improvement Committee and School Advisory Council meetings on a virtual platform in order to provide input into the development, implementation, and evaluation of the Title 1 Parental Involvement Plan. Parents are encouraged to become members and asked to participate in the development of all school improvement ideas and plans such as School/Parent Compact and School/Parent Involvement Plan.</p> <p>Parents are also asked to provide feedback and input through the annual Client Survey provided each spring. The SAC/SIC teams will evaluate the surveys to help plan for the following year. Title 1 funds for parental involvement are set aside each semester for Parent/Teacher nights, academic assistance, and tips for behavioral management at home</p> <p>PTO/PTA</p> <p>Fieldston has a School Advisory Council as well as a School Improvement Committee at this time.</p> <p>Community Agencies/Business Partners</p> <p>Fieldston partners with several businesses in the community to include McDonalds, Village Inn, D&E Hardware and Winn Dixie for student recognition and school-wide events. Fieldston has also partnered with Palm Point Behavioral Hospital in Titusville to provide resources such as school supplies, haircuts, etc in addition to mental health information and resources.</p> |
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3. Utilize strategies to ensure meaningful communication and accessibility.

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| <p>Describe the methods that will be used to ensure meaningful, ongoing communication between home, school and community.</p> | <p>Parents are notified during registration of our Title 1 status and what the program is. Fieldston utilizes emails, school website, home notes, weekly phone contacts, and Class DOJO. Fieldston also keeps a Title 1 binder in the front office, easily accessible to all parents at any time. Communication logs for parental information are kept in the administrative office at Fieldston, Parent Resource Center sign-in sheets for curriculum, workshops, media resources, and access to BPS Parental Involvement Website. Open Houses, SAC meetings, Workshops and other parental involvement activities attendance sheets, exit slips and feedback forms are kept in the Title 1 binder on premises.</p> |
| <p>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.</p> | <p>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.</p> |



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| <p>Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.</p> | <p>FPS provides quarterly assessments through IXL and iReady to monitor progress, annual base-line assessment results, interim grades, 9 week grades and progress reports, FSA results, classroom and QRI reading assessments, classroom assessments for writing, science and math, and IEP meetings where parents are invited to participate in setting specific goals related to their child's education. Specific District template letters regarding student's participation in statewide assessments are sent home in a timely manner to keep parents involved and informed on the tests taking place with their child. All parents are provided with information regarding the Florida Standards, Florida Standards Assessments, college and career readiness, right to know who is working with their child, and student expectations based on grade level.</p> |
| <p>Describe how your school provides information to families in their native language. What languages do you provide?</p> | <p>There is a bi-lingual teacher on staff (Spanish) who is always willing to translate information as needed. To the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of homeless and migratory children, in a language parents understand.</p> |
| <p>How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</p> | <p>Opportunities for parental participation are available on the third Wednesday of every month from 8AM-9AM, virtually as well as a Parent/Teacher night scheduled once each semester from 5PM-7PM. Transportation, tutors, and translators are provided to increase participation. This information is shared with parents through school website, daily home notes, weekly phone calls and monthly school newsletters. Fieldston offers a flexible number of meetings in order to accommodate parent/family needs. School Improvement Committee/School Advisory Council meetings are held the third Wednesday of each month as a virtual platform. We have an "open-door policy" with parents who would like to discuss by appointment, virtually or by phone at any time to express their thoughts and ideas about improving the school. Fieldston also holds Parent/Teacher Title 1 meetings each semester in the evenings. Transportation to and from is provided as needed and there is a Spanish Speaking Teacher available for translating. This is funded by Title 1. This year Fieldston is offering two times frames for the Title 1 Open House and for the Parent Training. We will have a morning session and an evening session to better accommodate parents/guardians.</p> |
| <p>Describe the opportunities families have to participate in their child's education.</p> | <p>Fieldston has a Parent Resource Center, parent workshops for training related to curriculum, IEP's, disability awareness, social emotional strategies and study tips that parents/children can do together at home. Parents are encouraged to check out educational materials relating to academic or behavior needs and use media resources at Fieldston's Parent Center. Parents are asked to complete a feedback form upon the return of any checked out materials or curriculum. Through the building of parental relationships and helping to educate our parents on how to best meet the needs of their child has helped to improve student performance outcomes and build therapeutic family relationships. The activities and resources that Fieldston provides encourages the home-school connection for student achievement. Fieldston's team will work with individual families to ensure that we are meeting the needs of the individual student (not just a grade level).</p> |
| <p>Describe how your school shares the PFEF, SWP, CNA and other Title I documents with community members.</p> | <p>FPS school shares the PFEF, SWP, CNA and other Title I document with community members through active links on the school website, copies upon request and printed copies in the front lobby in a labeled binder available for viewing.</p> |

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: workshop, book study, presenter, etc.</u> | <u>Who is the audience?</u> | <u>Tentative Date/Time</u> |
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| Ruby Payne's Steps to Parental Involvement | Deepens understanding and knowledge of the importance of and correlation between family involvement and student achievement. | Training with book study...review and add to ideas and strategies already implemented. | All staff | August, 2021 |
| Working with students with Disabilities Behavior strategies and classroom management. | Provide resources and modeling for how to de-escalate and provide supports in order to reduce student frustration and increase communication between staff and students. | Multiple sessions throughout the school year. | Instructional and TA's | September 2021 – June, 2022 |
| School-home connection with Zones of Regulation trainings | School and offered parent workshop on understanding, identifying and working through the different Zones of Regulations. | Multiple sessions throughout the school year. | Instructional and TA's | September 2021 – June, 2022 |

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 | | | | | | |
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| <u>Topic</u> | <u>Title</u> | <u>Tentative Date/Time</u> Are they flexible? | <u>Adult learning goal: What skill that reinforces student learning at home will families gain during this training?</u> | <u>List the Schoolwide improvement plan (SWP) goal this event directly supports</u> | <u>Translation provided</u> | <u>Take home materials provided</u> |
| Curriculum Areas | iReady Diagnostic and curriculum for progress monitoring | April 29, 2021 Yes | Training will provide parent support for assisting their student in log in, evaluating, understanding results and identifying areas of need at home. | Building baselines and quarterly progress monitoring in order to drive instruction with fidelity. | Yes | Yes |
| | IXL On-line Curriculum and diagnostics | Also scheduled for 10/6/2021 | | | | |
| State Assessments & Achievement Levels | Understanding the FSA/FSAA and the results | February 2021 Yes | School-home connection was preparing students before testing and understand their score reports. | Increase Learning Gains | Yes | Yes |
| Parent/Teacher Conferences | Parent/Teacher Conferences & Feedback on the School-Home Compact | 2021 February Yes Scheduled for 10/21-11/21 | Parents are communicated with on a weekly basis, at a minimum. FPS has face to face conferences 2x per school year but will accommodate any parent/family schedule to help ensure that the school-home connection is collaborative and that families have the opportunity to meet the teachers and stay informed with their student's academic, behavioral and IEP progress. Due to COVID 19 safety protocols virtual meetings will be utilized as much as possible. Parent/guardian conference by appointment only. | School-Home Connection | Yes | Yes |



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| <p>*College & Career</p> | <p>Post-Secondary Transition</p> | <p>Ongoing & During IEP Meetings Yes</p> | <p>FPS works with the local colleges, vocational rehab services, Brevard Achievement Center, STARR program, BLAST and other agencies in order to provide current and appropriate information for job-related fields and continuing educational services. Discussions for student interest and pathways begin at the age of 12 during their IEP meetings and continue through graduation. All students of age 12 plus participate in ESTR test or Florida Shines Kuder Assessment to identify areas of strength for future transitional needs and placements. Fieldston has added transition planning and career preparation courses to their secondary program for the 2021-2022 school year to assist in readiness for careers and post school skills.</p> | <p>Decrease in behaviors as interest and involvement grows for community involvement and post-secondary goals and interest.</p> | <p>Yes</p> | <p>Yes</p> |
| <p>*Graduation Requirements & Scholarships</p> | <p>Graduation Requirements 9-12 grade</p> | <p>August, 2021 & During Annual IEP Meetings Yes</p> | <p>Each student has a folder that shows their pathway to graduation. Diploma tracks, transitional services and required coursework is discussed and reviewed on an annual basis with each student, parent/guardian and a follow up letter attached to graduation progress form.</p> | <p>Keeping students and families involved in the educational process to stay on track for graduation and increase attendance.</p> | <p>Yes</p> | <p>Yes</p> |

* Required for secondary schools

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| <p>How will workshops/events for families be evaluated to determine return on investment?</p> | <p>Through surveys, feedback and exit slips the leadership team, SAC and SIC committees evaluate the benefits of events that were offered.</p> |
| <p>How will the needs of families be assessed to plan future events?</p> | <p>The input of parents and families for flexible times/dates, types of involvement events and activities, along with any requested resources or workshops that they feel would be beneficial to assisting them in supporting their student and their education is important to us. Fieldston utilizes the suggestions and requests in order to fully align their opportunities and trainings with areas of want and need.</p> |
| <p>What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)</p> | <p>Some of the barriers that have hindered participation by parents and families during our previous school year are parental disinterest, disconnected phones, and transportation issues. Fieldston has worked diligently to provide greater incentives for participation, alternative and a variety of means of communication, offered phone conferences in which to document their feedback, concerns and suggestions.</p> |



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| <p>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</p> | <p>Meeting, events and workshops are scheduled on rotating days, morning and evenings in order to offer a well-rounded profile of days/times for parent/families' accessibility. Parents are always welcome to request a specific time frame and FPS will accommodate as possible. The virtual component adds another dimension of flexibility for teachers/parents/guardians and stakeholders.</p> |
| <p>How do families who are unable to attend building capacity events receive information from the meetings?</p> | <p>Information is available by email, copies sent home, appointments with Title 1 contacts for a later time and date and copies kept in front lobby in Title 1 binder. Information will include all presented materials, take home resources, PowerPoints, agenda and minutes. Fieldston also posts in the "Parent Corner" of the school website.</p> |
| <p>What strategies were used to increase family and community engagement in decision-making?</p> | <p>Flexible ways to communicate input and feedback. Parents and families are strongly encouraged to get involved whether it is in person or providing their "voice" through emails or phone conversations. Fieldston remains flexible in accommodating parents/families.</p> |