



## **Nassau County School District 2020-2021 Title I Parent and Family Engagement Plan (PFEP)**

1. Using the data of choice, provide the LEA measurement of parent and family engagement and the basis for the identified need. Please identify the source data that is used.

### **Response:**

*The data sources used to gauge and increase parental involvement include our Title I Parent survey and our evaluations following each parent involvement activity at eligible schools. The 2019-2020 Parent Survey results reflect the following:*

Did you receive information from your school or district about:

- *What the school teaches your child?* 85% of parents responded 'yes.'
- *The Florida State Standards?* 75% of parents responded 'yes.'
- *State tests, such as the Florida Standards Assessment or Stanford 10?* 74% of parents responded 'yes.'
- *How your child scored on the state tests?* 77% of parents responded 'yes.'
- *What scores on the state tests mean?* 76% of parents responded 'yes.'
- *How you can work with teachers to help your child succeed?* 92% of parents responded 'yes.'
- *Monitoring your child's progress?* 95% of parents responded 'yes.'
- 83% of parents said they received materials that enabled them to help their child perform better in school; 70% said that someone showed them how to use these materials;
- 75% of parents said their school hosted various meetings, events, and/or trainings to help support their child in school; Only 5% said these meetings, events, and/or trainings were not offered on different days of the week and different times of the day to accommodate their schedules;
- 96% of parents feel that teachers, principals, and other staff members are willing to communicate with them;
- 92% of parents feel respected by their child's school; 95% feel welcome at their child's school;
- 96% of parents indicated that if they sent in a note and/or called/emailed their child's teacher, he/she responded within a reasonable amount of time;
- 96% of parents feel that information from their child's school is easy to understand; 98% feel that information from their child's school was given in a language that they can understand;
- Only 0.4% of parents said if they requested a parent meeting it did not occur; Only 3% of parents said if they requested specific activities at their child's school they did not occur; Only 3% of parents said if they requested specific materials from their child's school they did not receive them;
- 93% of parents feel their child's school is open to parent involvement;
- 85% of parents said their child's school hosted a meeting where the parent involvement policy, goals, and activities of the Title I program were discussed;

●83% of parents said they received materials that enabled them to help their child perform better in school and 70% said someone showed them how to use these materials. Our goal last year was to increase these percentages to 85% and 70%, so we came very close to our goal. To exceed this goal next year, our LEA will continue to work with our principals and schools to ensure multi-sensory reading kits, including hands-on manipulatives are sent home to our students. We will encourage our teachers to allow these resources to stay at home, so they can be used over and over again with different leveled books (e.g. Vocabulary Clothespin- Students take the bolded words from their leveled reader and add them to lines on a generic template. The parent provides the definition for a term and their child clips the clothespin on the correct word). To increase the percentage of parents being shown how to effectively use the materials sent home, we will model for parents how to use the materials during Open House, parent nights, and parent-teacher conferences. In addition, we will record teachers modeling lessons, so that digital learning is a key component of our instructional program during times when distance learning is occurring.

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## 2. Parent & Family Engagement Mission Statement (Optional)

The parent and family engagement mission of the Nassau School district is to involve parents in regular, two-way, and meaningful communication involving student academic learning (weekly communication folders, parent conferences, school reach messages), as well as other school activities (parent and family engagement nights).

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### 3. List the budget line items that are associated with this area.

Because we have found parent and family engagement initiatives for be most successful when hosted at the school site, we have given one hundred percent of the one percent required PFE reservation to our Title I schools. During the 2020-2021 school year, our schools will use these funds in the following ways:

**Line 23-**Provide \$4,400.00 for postage for mail-outs of parent communications.

**Line 25-** Provide \$5,300.00 for printing of parent newsletters, planners, calendars, and take-home folders.

**Lines 26/27-** Provide \$21,479.50 for supplies for parent workshops/meetings, parent curriculum nights, Bingo for Books, and any other parent and family engagement activities specified in the Comprehensive Needs Assessment of Title I schools. Said supplies include copy paper, trade books, pencils, zip-lock bags, food, instructional manipulatives, student planners, and take-home folders.

**Line 28-** Provide \$500.00 for classroom libraries for students and families to utilize at home.

In addition to the school-level expenditures listed above, our district has set aside parent and family engagement funds in the following way:

**Line 24-**Provide \$3,000.00 to print the Title I Parent Handbook and Title I Parent Survey for all Title I schools.

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## 4. Engagement of Parents

Describe the actions the LEA will take to engage parents in the following required policies/plans:

- LEA-wide parent and family engagement policy (PFEP)[Section 1116(2)];
- LEA plan [Section 1112(b)] and
- How the funds reserved for parent and family engagement will be spent [Section 1116(a)(3)].

Parents are encouraged to participate in the Title I Survey and the SAC committee through newsletters, announcements, and flyers. Nassau County School District uses survey data and SAC meetings to involve parents in the PFEP LEA Plan and decisions on how the reservation will be spent. Parent comments are reviewed and discussed by principals, the Title I parent group, and the Title I Coordinator. Upon reflection of the feedback, changes are made.

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## 5. Technical Assistance

- Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1116(a)(2)(B and C) and 1116(e)(1-14)].
- Include a description of the process the LEA will use to review the school-level PFEP to ensure compliance with all requirements of Section 1116 [34 CFR 200.21(c and d)].
- Include information on how the LEA will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request [Section 1116(e)(14)].

Each school will conduct PFE workshop activities to assist parents in understanding the curriculum and how to help their child achieve. The LEA will provide Title I Parent's Desk References to parents including content such as ESSA Parents-Right-To Know details, etc. The Program Manager will review school-level PFEP policies utilizing a rubric (Section 1116 as supplied by FLDOE), and will take the following actions: 1. Require that each SIP contains PFE strategies, 2. Collaborate with school leadership to provide technical assistance regarding effective PFE activities, 3. Attend local SAC meetings or open house/annual Title I activities to present PFE information, and 4. Monitor the implementation of each school's PFEP through the year by examining parent sign-in sheets and purchase orders, as well as parent participation in the SAC and PTO. Parents have opportunities through the year to make requests for activities and/or services via their principal that will help them better assist their child.

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## 6. Coordination and Integration

Describe how the LEA will coordinate and integrate parent and family engagement strategies from Title I, Part A of with other federal programs (including but not limited to Head Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPEY), Voluntary Pre-Kindergarten, Title I, Part C and Part D, Title III, and Title IV, Part A) [Sections 1116 (a)(2)(D) and 1116(e)(4)]. In the text box, please include the name of the federal program and describe how parent and family engagement strategies are coordinated.

Title I, Part A personnel support school administrators in joint meetings with Head Start, CARRT, and Family Matters of Nassau in providing programs for transition activities for various preschool programs. We support the use of Child Find services and IDEA so that a free appropriate public education can be made available to all eligible children. The Elementary Education Director serves on the board and attends joint meetings with the Clay, Nassau, Baker, and Bradford Early Learning Coalition and communicates necessary needs. We coordinate with Episcopal Children's Services to ensure a summer voluntary preschool program. We assist the Title IX Homeless Program with individual student needs. In addition, we contribute the remainder of the Homeless liaison's salary that is unable to be funded through the Title IX grant in order to ensure the stability of this program. We work with Title III to assist parents/children with English language acquisition. We work with Title II to ensure school personnel receive needs driven PD.

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## 7. Annual Evaluation

With the inclusion of parents, describe the actions the LEA will take to conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of the Title I, Part A schools [Section 1116(a)(2)(E)].

We will conduct an annual evaluation of the content and effectiveness of our PFEP. We will identify barriers to greater participation by parents in PFE activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). We will use the evaluation findings to revise our PFE policies. We will: 1. Ensure the district SAC annually reviews/revises the evaluation on a needed basis, 2. Survey parents/staff to get feedback and evaluate the district PFEP, 3. Include PFE questions in climate surveys of all district schools, 4. Utilize PFE online surveys and provide a paper/pencil option, 5. Ensure forms are culturally sensitive to all backgrounds, 6. Ensure administrators utilize survey results for planning the next year's project, 7. Maintain documented proof (sign-in sheets, agendas).

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## 8. Building Capacity

If the LEA plans to implement LEA-wide parent and family engagement activities, describe the actions that will be taken to build the schools' and parents' capacity. The plan should demonstrate a partnership among the school, the parents, and the community to improve student academic achievement [Sections 1116(a)(2)(C), 1116(e)(1-14)]. Please formulate your responses as follows:

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
- D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

A. Dissemination of Parent Information: Title I Parent Handbook/Title I website materials- Families will receive information necessary for support from their school/district regarding PFE activities and Title I information, B. August-May (one-time/ongoing) C. According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates "Two-way communications increase understanding and cooperation between school and home and shows students that their teachers and parents are in contact with each other to help them succeed in school. Schools may conduct low-tech and high-tech communications to match families' favorite or most efficient connections," D. Evidence will exist within the availability of these documents/proof of obtaining the documents, A. Title I Surveys- Parents/Teachers will complete an annual survey that provides a framework for our future plans in training and support to obtain high academic achievement for all students, B. November-December (one time), C. According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates "Surveying parents is an efficient way to use parent input to inform action." D. The survey will demonstrate the effectiveness of current PFE support used to frame future activities and training.

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## 9. Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116(e)(3)]. Please formulate your responses as follows:

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
- D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

A. Collaborative meetings between School Administration, Staff Development Office, and Title I Project Manager where administrators become more aware of the value of parent contributions, B. August-May (monthly/one hour), C. According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates "District facilitators must provide ongoing professional development and technical assistance to enable all school Action Teams for Partnerships (ATPs) to keep improving the quality of their partnership programs and practices every year," D. Agendas/presentation materials, A. PFE Staff Training where staff become more aware of the value of parent contributions, B. August (one-time/one hour training by the Administrative Services Office), C. According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates "Teamwork at the school level ensures that one person working alone is not in charge of parents. Rather, all partners in education work together on the partnership agenda for student success in a school," D. Agendas of meetings/presentation materials, A. Volunteer Orientations where parents become familiar with ways they can participate within their child's school community/disseminate and train on volunteer handbook, B. August-October (one-time/one hour), C. According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates "Providing meaningful volunteer opportunities and recognizing families for their contributions lead to innovative volunteer engagement," D. Agendas/presentations/sign-in sheets.

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## 10. Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

To ensure information is sent to the parents of participating children in an understandable format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, our district will take the following actions: 1. Utilize a computer-based translation program and personnel to provide translations of all Title I, Part A parent correspondence. Such translations will be based on the needs of the families served, 2. Offer the services of the translator to the schools upon request through collaboration with Title III, 3. Apprise parents of the handicapped accessibility of all district facilities, 4. Utilize the district SI team to determine any expressed needs for format revisions to any district document. Parents with LEP, disabilities, and migrant children are provided full opportunities to participate in PFE activities. Upon request, the Title I program will ensure parents of LEP are provided translation services at PFE events.

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## 11. Discretionary Activities

The LEA parent and family engagement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1116(e)].

Check here if the LEA does not plan to implement the discretionary parent and family engagement activities.

If your district does plan to implement these activities, please formulate your responses as follows:

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
- D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

A. Schools will be supported and encouraged to build positive relationships with community partners and businesses, B. August-May, C. Business partners and community organizations are necessary for supporting our schools. These supports help students directly by providing financial assistance, increasing supplies, books, and other resources that increase achievement. According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates "When schools and communities partner to provide services and supports for students, measurable benefits result. School-community partnerships focused on academic subjects have been shown to enhance students' attitudes toward and efforts in these subjects, as well as the attitudes of teachers and parents," D. The contributions of these organizations will be present on parent night agendas. SAC Committees will evaluate the effectiveness of these contributions for future support.

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## Evaluation of the Previous Year's Parental Involvement Plan

### 12. Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents to improve their the academic achievement of their child or children [Section 1116(e)(1-2)]. Please formulate your responses as follows:

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
- D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

A. PFE Workshops/Parent Nights based on curriculum (Math, Reading, Science, STEAM, Bingo for Books), B. August-May (two hours each/approximately 5 per school), C. Parents gain knowledge of strategies to use in strengthening their child's math, reading, science, technology, and art skills; the state's academic standards; and state and local assessments. Supports parents by building their capacity to help their child at

home. According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates "School-community partnerships focused on academic subjects have been shown to enhance students' attitudes toward and efforts in these subjects, as well as the attitudes of teachers and parents," D. At the end of each PFE Workshop/Parent Night, parents are asked to complete a survey to determine the effectiveness of the event in meeting its anticipated goal. Parents provide comments and feedback, which is then reviewed at upcoming SAC Meetings. This information is used to evaluate the implementation and effectiveness of the activity. The surveys occur after each parent function. The SAC Meetings occur once per month.

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### 13. Staff Training Summary

Provide a summary of the professional development activities provided by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116(e)(3)]. Please formulate your responses as follows:

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
- D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

A. Parent and Family Engagement Principal Training- Principals' Meeting where administrators become more aware of the value and utility of parent contributions; how to reach out to, communicate with, and work with parents as equal partners; how to implement and coordinate parent programs; and how to build school/home ties, B. One meeting district-wide per year/one hour, C. According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates "District facilitators must provide ongoing professional development and technical assistance to all school Action Teams for Partnerships (ATPs) to keep improving the quality of their partnership programs and practices every year, " D. We will keep record of participation at Principal PFE trainings. We will also keep record of parent function agendas to ensure the strategies and methods were implemented at parent nights. In addition, the LEA will visit schools regularly to ensure strategies and methods are being followed through.

A. Parent and Family Engagement Teacher Training- School Staff Meetings where teachers will become more aware of the value and utility of parent contributions; how to reach out to, communicate with, and work with parents as equal partners; how to implement and coordinate parent programs; and how to build school/home ties, B. Nine (one per school per year/one hour), C. According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates "Teamwork at the school level ensures that one person working alone is not in charge of parents. Rather, all partners in education work together on the partnership agenda for student success in school," D. We will keep record of participation at Teacher PFE trainings. We will also keep record of parent function agendas to ensure the strategies and methods were implemented at parent nights. In addition, the LEA will visit schools regularly to ensure strategies and methods are being followed through.

A. Parental and Family Engagement Training- Parent Orientation where parents will become familiar with ways in which they can actively participate within their child's school community, disseminate and train on volunteer handbook, B. Nine (one per school per year/one hour), C. According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates "Providing meaningful volunteer opportunities and recognizing families for their contributions leads to innovative volunteer engagement," C. We will keep sign-in sheets to determine parent attendance. School SAC Committees will discuss the effectiveness of this event and whether changes need to be made. If something is ineffective, the SAC Committee will develop a plan to correct it.

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#### 14. Private School Summary

Provide a summary of the parent and family engagement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]. Please formulate your responses as follows:

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
- D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

We do not have any participating private schools.

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#### 15. Barriers

Describe the barriers which hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1116(a)(2)(E)]. Please formulate your responses as follows:

- A. Barrier (Including the Specific Subgroup)
- B. Steps the School will Take to Overcome

A. Families have busy schedules (all subgroups), B. Provide food so dinner does not have to be a concern, ensure nights follow an open format so there is flexibility on when to arrive, offer a variety of activities at various times and days to maximize opportunities for parents and families to become involved, welcome siblings to attend.

A. Parents understanding the importance of being involved (all subgroups), B. Train staff in reaching out to parents, provide surveys at the end of parent nights so families can provide feedback.

A. Lack of parental education and limited educational understanding (economically disadvantaged, limited literacy, LEP), B. Provide activities that teach parents alongside their child including workshops reflecting standards, current skills being taught in the classroom, and upcoming assignments, send home flyers in family's native language, make regular phone calls to families in the native language.

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#### 16. Best Practices (Optional)

Describe the parent and family engagement activity/strategy implemented during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice. Please formulate your responses as follows:

- A. Content/Purpose
- B. Description of the Activity

A. Effective communication, B. Weekly folders, newsletters, Blackboard Messenger, Remind app, school website, Facebook, Focus webpages, and positive parent contact via teachers and administrators

A. Increasing parent participation, B. Volunteer coordination, training, and recognition

A. Professional development, B. Beginning of the year staff and faculty handbook training

A. Building capacity of parents, B. Providing workshops to parents that integrate the standards and current skills being taught in the classroom and ensuring parents leave with manipulatives that allow them to implement what they learned at home.