



## Nassau County School District 2023-2024 Title I Parent and Family Engagement Plan

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 2022-2023 Parent Survey results reflect the following:*

Did you receive information from your school or district about:

- *How to contact your child's teacher?* 99% of parents responded 'yes.'
- *What the school teaches your child?* 93% of parents responded 'yes.'
- *The Benchmarks for Excellent Student Thinking (B.E.S.T.) standards?* 61% of parents responded 'yes.'
- *The Florida Assessment of Student Thinking (F.A.S.T.) testing?* 73% of parents responded 'yes.'
- *The information used to determine whether your child moves to the next grade or repeats the same grade?* 72% responded 'yes.'
- *How you can work with teachers to help your child succeed?* 85% of parents responded 'yes.'
- *Monitoring your child's progress?* 93% of parents responded 'yes.'
- 83% of parents said they received materials that enabled them to help their child perform better in school; 77% said that someone showed them how to use these materials;
- 76% of parents said their school hosted various meetings, events, and/or trainings to help support their child in school; Only 8% 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;
- 95% of parents feel that teachers, principals, and other staff members are willing to communicate with them;
- 95% of parents feel respected by and welcomed at their child's school;
- 92% 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;
- 84% of parents said they attended their child's Meet the Teacher and/or Open House where the Parent and Family Engagement Plan, goals, and activities of the Title I program were discussed;
- 79% of parents said their school gave them a written Parent and Family Engagement Plan and/or Title I Handbook-Parent Desk Reference that explains the Title I program;
- 71% of parents said their school informed them that a digital copy of the Parent and Family Engagement Plan and Title I Handbook-Parent Desk Reference are available on the school's website;

### **Goal for 2023-2024:**

One area we would like to increase is our percentage of parents who said they received information about the B.E.S.T. standards. To ensure our families are informed and feel knowledgeable about the B.E.S.T. standards, we will include this information at our parent and family engagement events through hands-on experiences. We will also include this information at School Advisory Council (SAC) meetings, parent-teacher meetings, and all other happenings involving our parents and students.

Our goal for the 2023-2024 school year is to increase our percentage of parents who said they received information about the B.E.S.T. standards to 70% or higher.

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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.**

During the 2023-2024 school year, our schools will use parent and family engagement funds in the following ways:

Function/Object 6150-370 Communication (postage) to communicate student progression information, assessment results for progress monitoring measures, and invitations to family nights (School Level Expenditure). The total amount for this activity is \$1,197.85.

Function/Object 6150-390 Other Purchased Services- Printing of student handbooks and positive postcards to send home (School Level Expenditure). The total amount for this activity is \$2,000.00.

Function/Object 6150-390 Other Purchased Services- Printing of the Title I Parent Handbook and Parent Survey (District Level Expenditure). The total amount for this activity is \$3,000.00.

Function/Object 6150-510 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- instructional materials, copy paper, tag board, make and take supplies, take-home readers, and light refreshments and food when a meeting overlaps normal mealtime (School Level Expenditure). The total amount for this activity is \$24,328.55.

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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 throughout 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 (HIPPI), 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 and CARRT 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. 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/revise 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?

<b>A. List each specific activity.</b>	<b>B. Provide the frequency and duration of each activity.</b>	<b>C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.</b>	<b>D. What method(s) will be used to evaluate the implementation &amp; effectiveness of the activity(ies) listed and how often will this evaluation occur?</b>
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.	August-May (one-time/ongoing)	According to <i>School, Family, and Community Partnerships: Your Handbook for Action</i> 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."	Evidence will exist within the availability of these documents/proof of obtaining the documents.
Title I Surveys- Parents and 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.	November-December (one time)	According to <i>School, Family, and Community Partnerships: Your Handbook for Action</i> by Joyce L. Epstein and Associates "Surveying parents is an efficient way to use parent input to inform action."	The survey will demonstrate the effectiveness of current PFE support used to frame future activities and training.

### 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?

<b>A. List each specific activity.</b>	<b>B. Provide the frequency and duration of each activity.</b>	<b>C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.</b>	<b>D. What method(s) will be used to evaluate the implementation &amp; effectiveness of the activity(ies) listed and how often will this evaluation occur?</b>
Collaborative meetings between School Administration, Staff Development Office, and Title I	August-May (monthly/one hour)	According to <i>School, Family, and Community Partnerships: Your Handbook for Action</i> by Joyce L. Epstein and Associates "District	Agendas/presentation materials



Project Manager where administrators become more aware of the value of parent contributions.		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.”	
PFE Staff Training where staff become more aware of the value of parent contributions.	August (one-time/one hour training by the Administrative Services Office)	According to <i>School, Family, and Community Partnerships: Your Handbook for Action</i> 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.”	Agendas of meetings/presentation materials
Volunteer Orientations where parents become familiar with ways they can participate within their child’s school community/disseminate and train on volunteer handbook.	August-October (one-time/one hour)	According to <i>School, Family, and Community Partnerships: Your Handbook for Action</i> by Joyce L. Epstein and Associates “Providing meaningful volunteer opportunities and recognizing families for their contributions lead to innovative volunteer engagement.”	Agendas/presentations/sign-in sheets

### 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.

### 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. 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?
Schools will be supported and encouraged to build positive	August-May	Business partners and community organizations are necessary for supporting our schools. These supports	The contributions of these organizations will be

relationships with community partners and businesses.		help students directly by providing financial assistance, increasing supplies, books, and other resources that increase achievement. According to <i>School, Family, and Community Partnerships: Your Handbook for Action</i> 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.”	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?

<b>A. List each specific activity.</b>	<b>B. Provide the frequency and duration of each activity.</b>	<b>C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.</b>	<b>D. What method(s) were used to evaluate the implementation &amp; effectiveness of the activity(ies) listed and how often did this evaluation occur?</b>
PFE Workshops/Parent Nights based on curriculum (Math, Reading, Science, STEAM, Bingo for Books)	August-May (two hours each/approximately 5 per school)	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 <i>School, Family, and Community Partnerships: Your Handbook for Action</i> 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.”	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.

**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?

<b>A. List each specific activity.</b>	<b>B. Provide the frequency and duration of each activity.</b>	<b>C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely to be effective, in improving student achievement.</b>	<b>D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?</b>
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.	One meeting district-wide per year/one hour	According to <i>School, Family, and Community Partnerships: Your Handbook for Action</i> 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."	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.
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.	Eight (one per school per year/one hour)	According to <i>School, Family, and Community Partnerships: Your Handbook for Action</i> 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."	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.
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).	Eight (one per school per year/one hour)	According to <i>School, Family, and Community Partnerships: Your Handbook for Action</i> by Joyce L. Epstein and Associates "Providing meaningful volunteer opportunities and recognizing families for their contributions leads to innovative volunteer engagement."	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.

**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?

No private schools have elected to participate in Title I Part A funding during the 2023-2024 school year.

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. Barrier (Including the Specific Subgroup)	B. Steps the School will Take to Overcome
Families have busy schedules and many parents work outside of the community in which they live (all subgroups)	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, offer virtual parent nights (e.g. Bingo for Books), send home materials to families who could not attend.
Parents understanding the importance of being involved (all subgroups)	Train staff in bridging the gap between school and home, provide surveys at the end of parent nights so families can provide feedback, communicate important parent information through newsletters, calendars, text Remind, Blackboard, etc. and provide a list of available opportunities to get involved.
Lack of parental education and limited educational understanding (economically disadvantaged, limited literacy, LEP)	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 their native language.
Limited space for parent and family engagement events	Provide extra rooms with the same activities/lessons to alleviate overcrowded classrooms and wait time and stagger activities by grade level.

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. Content/Purpose	B. Description of the Activity
Effective communication	Weekly folders, newsletters, Blackboard Messenger, Remind app, school website, Facebook, Focus webpages, and positive parent contact via teachers and administrators
Building capacity of parents	Open House and Parent-Teacher Conferences- Parents were given an opportunity to meet with their child's teacher and learn about how they can assist their child at home. Family Nights/Workshops- Events integrate the standards and current skills being taught in the classroom and ensure parents leave with manipulatives that allow them to implement what they learned at home.