

2018-2019 Title I, Part A, Parent and Family Engagement Plan (PFEP)

**North County Charter School**

School District of Indian River County

I, **Jessica Keaton**, do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds with the parent involvement project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

**Assurances**

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101 of the Elementary and Secondary Education as amended by the Every Student Succeeds Act (ESSA);
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [ESEA Section 1116];
- Jointly develop/revise with parents the Parent and Family Engagement Plan and distribute it to parents of participating children and make available the Parent and Family Engagement Plan to the local community [ESEA Section 1116];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school Parent and Family Engagement Plan and the joint development of the school wide program plan under [ESEA Section 1116]
- Use the findings of the Parental Involvement Plan / Parent and Family Engagement Plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [ESEA Section 1116];
- If the plan for Title I, Part A, developed under [ESEA Section 1116] is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [ESEA Section 1116];
- Provide to each parent an individual student report about the performance of their child on the state assessments [ESEA Section 1116];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field [ESEA Section 1116]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [ESEA Section 1116].

  
**Signature of Principal**

Date Signed

**Mission Statement (Optional)**



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How the parent and family engagement plan is a shared responsibility?

How the parent and family engagement will assist in providing high quality instruction for all learners?

**Response:**

**INSERT RESPONSE - THIS IS AN OPTIONAL SECTION**

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**Involvement of Parents**

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [ESEA Section 1116].

**Response:**

Parents have been invited to attend the Title 1 Parent meeting on October 8th where information pertaining to Title 1 will be shared with families. Child care will be provided, and all families are encouraged to attend. The Title 1 parent surveys are being sent home to inquire about how Title 1 funds would best support students at NCCS. That parent information will be analyzed and will guide decisions of additional supports necessary to support parents and students this school year.

North County Charter School, as a school wide Title I program, receives ongoing support and technical assistance designed to assist them in the development of effective parent involvement activities. Regular technical assistance meetings are provided to the principal to review student achievement data and to assist school-based staff develop and implement all components of required plans. These include but are not limited to: State and regional parent involvement forums/conferences/TA meetings. Coordination and technical assistance is provided via a variety of ways including on-site training, phone calls, emails, site visits, and staff development for staff.

Title I Program staff provide training and present parent involvement information at faculty meetings upon request.

The district Title I Office provides technical assistance and support to NCCS regarding the development of their school-level PFEP. The district Director of Federal Programs, project specialist, Title I resource teacher and parent involvement specialist meet with the school principal to review the PFEP to ensure all requirements of Section 116 are met.

Title I staff review the agendas of school-level parent involvement meetings and activities to assist schools in ensuring that the activities are effective and designed to promote student achievement. Bilingual staff, when feasible, facilitate parent involvement trainings and meetings to ensure that parents whose heritage language is not English, may participate fully in meaningful opportunities to become more involved in the education of their child.

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Specific actions the LEA will take to provide coordination, technical assistance, and other support to assist NCCS as a Title I, Part A school planning and implementing effective parent involvement activities to improve student academic achievement and school performance is detailed below:

Technical assistance meetings are provided at NCCS as needed and/or requested, throughout the school year for all Title I Administration and School Leadership Teams (SLT) to support schools in their review of current FCAT Science, Florida Standards Assessments, ACCESS 2.0 and other local data and the development, implementation, and review of their Title I Parent and Family Engagement Plan and SIP.

The LEA provides technical assistance and collaboration with school leadership representatives (via meetings, emails, and phone calls) to ensure ESSA parent involvement requirements for district and schools are met for the School Improvement Plan, Parent and Family Engagement Plan, and School Parent Compacts.

The District Title I Team, in consultation and coordination with school based leadership and the Professional Development Department, recommend district training and professional development for principals and associated staff on interpretation and implementation of current legislation. Additionally, the Title I Team can provide opportunities for guest speakers and family involvement presentations upon request.

District staff provides the School Family Partnership training for school staff members to enhance their abilities to engage families in the education of their child. NCCS's Title I Parent and Family Engagement Plan ensures that activities provide meaningful opportunities for parents to gain the needed skills and/or knowledge to become more involved in their child's education.

The District Title I staff regularly participate in regional East Coast Technical Assistance Center (ECTAC) family involvement team meetings and through this process is kept abreast of the most current research based findings and programs for family involvement. The leadership meetings serve as the main forum for sharing and disseminating ECTAC and FLDOE information; however, the District Title I staff share information through informal means as well and are available (to schools) for consultation and assistance as requested.

Parents, parent involvement school representatives, principals and teachers are invited to attend Regional, District and State sponsored training sessions, workshops and conferences designed to support parent involvement and strengthen student academic achievement.

The LEA shares information with NCCS regarding all available parent involvement/family engagement workshops and trainings as the information becomes available.

The Parent and Family Engagement Plan serves as a school/parent activity tracking form. Additionally, the school cafeteria menu includes a listing of family engagement activities. The LEA requires sample copies of flyers, agendas, and sign-in sheets for all parent involvement activities (e.g., Orientation, Open House, FSA nights, Book Fairs, Family Nights focusing on Math, Science and/or Reading).

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The Title I Leadership team solicits recommendations, ideas and suggestions on parent involvement activities from parents and school staff throughout the year.

The LEA and/or school site funds opportunities for guest speakers to provide parent involvement workshops and trainings, and to purchase research based books and materials on parent involvement for Title I schools to support parent assistance with the curriculum (i.e. math manipulatives, bilingual materials, books, etc.)

NCCS facilitates the access to community resources needed to support the engagement of families. Services include but are not limited to providing and assisting with academic materials, uniforms, clothing, shoes, food, housing assistance, shelter, transportation, counseling and crisis intervention.

**Coordination and Integration with other federal programs**

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Even Start, Head Start, Reading First, Early Reading First, the public preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116].

<b>count</b>	<b>Program</b>	<b>Coordination</b>
1	Title II	Title II provides schools with supplemental funding to support the professional development needs of staff. Funds are used to support attendance at local and state conferences and pay for consultants related to strategies to support student achievement and facilitate effective family engagement opportunities.
2	Title III	Title III funds are used to support professional development activities and staff that strengthen students' academic achievement in English Language Acquisition and focus on strategies that help parents of English Language Learners participate in their child's education.
3	Title I Part C	Migrant staff will support family engagement by facilitating home-school communication, conducting parent involvement meetings, serving as a liaison between home and community resources, and monitoring student academic achievement.
4	Title IX	Homeless program staff work closely with the Title I Office to coordinate services for homeless students. Activities may include: coordinated meetings with parents, meetings with Title I and Homeless education program staff to discuss the barriers to success of homeless students.
5	VPK	NCCS is a VPK provider. Title I Part A supplements the funding of the district's VPK program. The Title I and VPK office work together to coordinate appropriate early childhood programs and transition programs for pre-K students who will enter kindergarten. Activities may include Kindergarten roundup meetings, parent meetings, and literacy nights. Title I teachers coordinate with VPK teachers to discuss specific learning needs and referrals. In addition, the Title I Program supports a summer learning opportunity for students who completed VPK and will enter Kindergarten at a Title I school in

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		the Fall. This summer program helps to reduce the potential of "summer slide" for the VPK completers.
6	Learning Alliance	The Learning Alliance (TLA) support the District's Moonshot Moment goal to have 90% of all children reading on grade level by the end of third grade! The Learning Alliance initiated a "Moonshot Moment Book Drop Off/Book Mobile" Program to supply students who attend a Title I school appropriate books to support parents and students at home. TLA also provides a K-2 reading coach, a 3 <sup>rd</sup> grade interventionist, an after-school Moonshot Academy, and a Center for innovation.
7	Education Foundation	The Education Foundation of Indian River County's mission is to enrich and enhance educational opportunities. Through the generosity of community partners such as Impact 100, Bank of America, The Community Foundation, The John's Community Service League, The John's Island Foundation, Motorola, AT&T, Toyota of Vero Beach, School District Education Foundation Matching Grant Program (from the Florida Legislature), Indian River Lawyers Auxiliary and a Business Partnership with Piper Aircraft, they have been able to help the Indian River School District achieve BIG Dreams. Some projects include: STEP into Kindergarten, Science Fair, Sneaker Exchange and School Supplies.
8	Afterschool Enrichment Programs: Big Brothers/Big Sisters; GYAC	Big Brothers/Big Sisters and GYAC provide transportation and coordination for afterschool enrichment and remediation programs for students.
9	Adult Education	Adult Education services are communicated to parents, as needed.

**Annual Parent Meeting**

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school wide or targeted assistance), adequately yearly progress, school choice, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [ESEA Section 1116].

<b>Number of Activities</b>	<b>Activity</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
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1	Title 1 Parent Meeting	Jessica Keaton	Oct 8, 2018	Sign in sheets, evidence of material shared. School report Card is evidence of adequate yearly progress. NCCS is a school of choice of which the parents are aware. The parent/student compact is evidence of this understanding. The parents right to know statement will be placed on the school website and school app. Additionally, the 4-week OOF letter was sent home to the out of field teachers students.
2	Send information home	Jessica Keaton	September	Cafeteria Menu with family activities use of school app, social media

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**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [ESEA Section 1116].

**Response:**

North County Charter School will host a Title One Parent Meeting on the evening of October 8, 2018. Childcare will be offered by our certified teachers. This meeting will include all the pertinent information provided through the Canvas program. Child care will be provided to allow parents to attend. Title 1 information was also shared with our volunteer parents at the first volunteer meeting of the year, which was held the morning of August 23rd. At that meeting, student/parent Compacts were explained along with other requirements of Title One.

NCCS will also offer other parent meetings at different times during the day and evening. Parent conference meetings are also offered at flexible times, allowing all parents the opportunity to participate. The principal and teachers are available by appointment before and after school is in session.

Food and child care may be provided for Parent Training and Information Nights.

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [ESEA Section 1116]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [ESEA Section 1116]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [ESEA Section 1116].

<b>Number of Activities</b>	<b>Activity</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
1	District Title I Annual Meetings	Karen Malits, Krista Sadlers, School Administrator	October	Open communication with parents; input of parents on Title I programming and use of funds
2	School based Title I Annual Meetings	Jessica Keaton, Karen Malits, SAC CHAIR	October 8	Involve parents in planning; discussion of barriers
3	Back to School Open House	Principal and Staff	August 10	Parents are prepared to work with their children
4	Parent Advisory Team Meetings	Anne Mare Muller	Ongoing	Administration and parents working together



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5	Parent Teacher Conferences	All staff	Quarterly	Academic Improvement of students
6	Parent Involvement Activities Calendar	Mr. Miller, office staff	Monthly	Increase numbers of parents attending events
7	Square One Art/Culminating Activities	Jessica Keaton, staff	Ongoing	Evidence of Standards Based Instruction

**Staff Development**

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents /families, in the value and utility of contributions of parents/families.

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families, in how to reach out to, communicate with, and work with families as equal partners.

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families, in implementing and coordinating parent/family programs and in building ties between parent/ families and the school. [ESEA Section 1116]

<b>Number of Activities</b>	<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
1	Conscious Discipline Training	J Keaton	Improved self-management and a caring environment will allow students to be able to feel safe and will maintain a stable learning environment.	2018-2019 School year	Improved classroom environments
2	Tools for Working with Parents and Families	J. Keaton, K. Malits, K. Sadlers	Increased academic engagement at both home and school levels	October	Parents feeling more comfortable in school setting; increase in academic performance
3	i-Ready	J. Keaton	Data driven instruction	Ongoing	Instructional intervention strategies and

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					differentiation will lead to increase in academic performance
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**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their child(ren ). [ESEA Section 1116].

**Response:**

Materials shared as appropriate by staff.

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**Communication**

Describe how the school will provide parents of participating children the following [ESEA Section 1116]:

- Timely information about the Title I programs [ESEA Section 1116];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [ESEA Section 1116];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [ESEA Section 1116]; and
- If the school wide program plan under [ESEA Section 1116] is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [ESEA Section 1116].

**Response:**

NCCS purchased a school app where information can be quickly shared with parents. The Parents Right to Know is available in the App and on the school website. The app also allows us to send push notifications to parents so that we can communicate on a daily basis. Other features are the Menu tab, where families have access to the daily breakfast and lunch menu as well as an absence tab where parents can communicate

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Curriculum and forms of academic assessments used to measure student progress are shared with families through individual teachers. Every parent is required to conference with their child's teachers twice a year. During those parent/teacher conferences, student progress and proficiency is shared with the parents. Suggestions for improvement and additional supports are also shared with the parents during this time.

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**Accessibility**

Describe how the school will provide full opportunities for participation in Family Engagement activities for all parents. Include how the school 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 [ESEA Section 1116].

**Response:**

The Parent and Family Engagement Plan (PFEP) is discussed and distributed during the Annual Title I Meeting and other parent informational meetings to parents of North County Charter School students. Parents are notified of the availability of the PFEP via School Messenger, Blue Tree School App, parent meetings, school website and Social Media outlets. Parents requesting the Plan in Spanish will receive that support. The PFEP is distributed and made available via hard copy and on the district and school's website. The SDIRC website has the capability to toggle between English and other languages.

All pertinent written communication is provided for parents in English and Spanish and in other languages, when feasible. English and Spanish are the primary languages spoken in the homes of SDIRC students. Whenever feasible, the district will provide translations in other languages. All Title I schools have bilingual staff who serve as interpreters to ensure that all parents are fully able to participate in parent meetings and activities. The district's Title I Parent Specialist is also bilingual and able to facilitate communication between the home and the school.

The Title I Office works closely with the district's ESOL program and the Migrant Education Program to ensure that specific language barriers are addressed. They also collaborate in the implementation of parent involvement activities and meetings for both the ESOL and Migrant Programs. Both the Director of Federal Programs and the District Project Specialist also support the Migrant (MEP), ESOL, and Homeless programs.

The district also works collaboratively with the Exceptional Student Education department to ensure that parents may fully benefit from the parent involvement activities.

INSERT RESPONSE

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**Discretionary Activities (Optional)**

Discretionary School Level Parental Involvement Policy Components. Check if the school does

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not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

Not Applicable

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count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
	<b>THIS SECTION IS OPTIONAL</b>				

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**Attach Evidence of Input from Parents**

**ATTACH evidence of parent input in the development of the plan.**

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**Attach Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116.

**ATTACH Parent-School Compact.**

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**Attach Evidence of Parent Involvement in Development of Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that

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outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116.

**ATTACH evidence of parent input in the development of the compact.**

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**Evaluation of the previous year's Parent Involvement Plan**

**Not Applicable – North County Charter School became a Title I school in the 2018-2019 school year.**

**Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [ESEA Section 1116]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1				
2				

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**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year 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 [ESEA Section 1116].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1				
2				

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**Barriers**

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Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background an migratory children) [ESEA Section 1116].

<b>count</b>	<b>Barrier (Including the Specific Subgroup)</b>	<b>Steps the School will Take to Overcome</b>
1		
2		

**Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional).

<b>count</b>	<b>Content/Purpose</b>	<b>Description of the Activity</b>
1		