



Brevard Public Schools

2025-26 District Parent and Family Engagement Plan (PFEP)

Title I Mission Statement: Brevard Public Schools recognizes that a child's education is a responsibility shared by the school and family. To support students in meeting the challenging state academic standards, schools and families must work in close collaboration with one another. To build meaningful partnerships between schools, families, and communities, this district plan seeks to strengthen the relationships among all stakeholders and promote collaborative planning, decision making, and improvement efforts. We know that engaging our parents in the education of their children and fostering leadership opportunities will positively impact student achievement and help ensure that we meet the needs of all students at Brevard Public Schools.

The district supports the development of a relationship between the school and home that fosters:

- Communication between home and school on a regular and on-going basis
- Families playing an integral role in supporting and improving student achievement
- A welcoming environment for families at school and their support and assistance actively encouraged; including participation in School Advisory Councils (SAC), PTO/PTA, Parent Advisory Groups, etc.
- A set of clear expectations for positive student behavior, strong attendance, and high academic achievement

The district Parent and Family Engagement Plan (PFEP) is revised yearly with input from families, teachers, school leaders, and community members. Input is collected through district surveys, school exit slips, and in-person meetings.

Engagement of Families

The district Parent Leadership Team is composed of parents from all schools, including Title I schools. The group meets monthly to discuss district initiatives, express concerns, and problem solve. This group provides input into the development, implementation, and evaluation of the Title I Plan, Title I Parent and Family Engagement Plan (PFEP), and how funds reserved for parental involvement will be used. Members of the Parent Leadership Team serve as liaisons between this committee and the schools. Title I schools will invite families to comprehensive needs assessment (CNA) meetings, School Improvement Plan (SIP) meetings and family engagement meetings through FOCUS electronic messages, social media posts, flyers, website posts, marquee announcements, and personal contact.

Technical Assistance

District Title I content specialists will provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent and family engagement activities which build the capacity of families to improve the academic achievement of their children and overall school performance through the following activities: school contact monthly meetings, staff trainings, individual teacher support, reviewing school documentation, creating documents and templates, distributing information and resources focused on evidence-based family engagement strategies, encouraging participation in professional development conferences (either in person or virtual), maintaining information on the Title I website, helping schools create a Parent Advisory Committee, and providing frequent school visits.

Coordinating Programs

Title I coordinates and integrates parental involvement activities with other programs to meet the needs of our students and families. These programs include: Step FOURward, Voluntary Pre-Kindergarten (VPK), Head Start, Exceptional Student Education (ESE), Improving Teacher Quality (Title II), Educational Technology (Title III, Part D), Language Instruction for English Language Learners (Title III), and Homeless Education (Title IV)

Full Participation

To the extent practicable the district and schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of homeless and migratory children. Translated documents are provided in English and Spanish, as well as other languages by request, translation services and equipment are also available. All Title I schools have access to Language Line which is a translating service. Classroom teachers have access to interpreters who can be used during parent conferences to support full participation for non-English speaking families.

Training School Staff

Title I school staff will receive training on the value and importance of parental engagement and how to correlate activities to improved student achievement. Training opportunities will include: Title I family engagement contact meetings, administrator trainings, business partner trainings, School Improvement Plan (SIP) and School Advisory Council (SAC) training, and faculty presentations.

Supporting Partnerships

Both the district and Title I schools will implement the following actions and activities in an effort to build the capacity for strong parent engagement and to support effective partnerships between schools, families, and the community:

- Parent and Family Engagement Mini-Conference held in June 2026 for family-facing teacher leaders
- Book Study focused on family engagement strategies for Title I Contacts and/or family-facing teacher leaders
- Title I Bulletin and website that provide families with academic support and resources at schools, within the community, and other important information
- Academic Support Nights (both elementary and secondary schools)
- Dual Enrollment, FAFSA, and Continuing Education Parent Nights (secondary schools)
- FOCUS Trainings (teaching families how to access grades, report cards, communicate with teachers, and other information)

Title I Complaint Procedures

A “Title I Complaint” is an allegation that the administration has violated federal or state regulation or guidelines pertaining to the Title I program. Complaints should try to be resolved at the lowest level possible.

Procedures for Title I complaints:

- Title I complaints should first be addressed to the school principal. A parent who has a complaint may have a conference with the principal and appropriate school personnel. The principal is expected to make a good faith effort to resolve any differences.
- If the complaint has not been resolved, the parent may meet with the Federal Programs Director to discuss concerns.