TO LOCATE THE 2020-2021 PARENT AND FAMILY ENGAGEMENT PLAN (PFEP) ON THE SCHOOL DISTRICT OF INDIAN RIVER COUNTY WEBSITE

1. Log on to www.indianriverschools.org
2. Choose Our Schools tab
3. Choose School Level
4. Click School Website
5. Click Students & Families
6. Click Title I, Part A Parent & Family Documents
7. District PFEP is at this link as well

*Hard copies available upon request at school’s front office.*

PARENT AND FAMILY INVOLVEMENT IN THE SCHOOL

The School District of Indian River County (SDIRC) recognizes and values parents and families as children’s first teachers and decision-makers in education. SDIRC recognizes that student learning is more likely to occur when there is an effective partnership between the school and the student’s parents and family. Such a partnership between home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

PARTICIPACIÓN DE PADRES Y FAMILIAS EN LA ESCUELA

El Distrito Escolar del Condado de Indian River (SDIRC) reconoce y valora a los padres y familias como primeros maestros de los niños y tomadores de decisiones en su educación. SDIRC reconoce que es más probable que el aprendizaje de los estudiantes ocurra cuando existe una colaboración efectiva entre la escuela, los padres y la familia del estudiante. La colaboración entre el hogar y la escuela y la alta participación de los padres en la educación de sus hijos generalmente resulta en logros académicos más altos, mejor conducta del estudiante y ausentismo reducido.

**School District of Indian River County**

2020—2021 Parent and Family Engagement Plan (PFEP)
2020 –2021 Plan de Participación de Padres y Familia

Alternative Center for Education
Citrus Elementary
Dodgertown Elementary
Fellsmere Elementary
Gifford Middle School
Glendale Elementary
Indian River Academy
Oslo Middle School
Pelican Island Elementary
Sebastian Elementary
Sebastian River Middle School
St. Peter’s Academy
Treasure Coast Elementary
Vero Beach Elementary
Flexible Parent Meetings and Communication

Parents will be involved in an organized, ongoing, timely manner in the planning, review, and improvement of Title I programs. Parental input will be considered regarding how funds are utilized to support student academic achievement through parent meetings and surveys.

Comunicación y Juntas Flexibles para Padres

Los padres participarán en una forma organizada, constante en la planeación, revisión y mejora de programas de Título I. Se considerará la contribución de los padres con respecto a cómo se usan los fondos para apoyar los logros académicos de los estudiantes a través de juntas y encuestas.

PARENT ENGAGEMENT EVENTS

The school’s marquee, school website, school app and School Messenger phone updates will have additional information regarding time and location of parent involvement activities and events.

EVENTOS DE PARTICIPACION DE PADRES

La marquesina de la escuela, página electrónica de la escuela, app de la escuela y mensajero escolar actualizaciones telefónicas tendrán información adicional con respecto a la hora y lugar de los eventos y actividades de participación de padres.

SCHOOL/FAMILY ENGAGEMENT

When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Students with involved families are more likely to:

- Earn higher grades and test scores
- Be promoted to the next grade
- Attend school regularly
- Have better social skills with improved behavior
- Graduate and go to postsecondary education

Southwest Educational Development Laboratory

PARTICIPACION ESCUELA/ FAMILIA

Cuando las escuelas, familias y grupos de la comunidad trabajan juntos para apoyar el aprendizaje, los niños tienden a mejorar en la escuela, tienden a quedarse más tiempo en la escuela y les gusta más la escuela.

Los estudiantes con familias que participan tienden más a:

- Sacar calificaciones más altas
- Pasar al siguiente grado
- Asistir a la escuela con regularidad
- Tener mejores habilidades sociales con conducta mejorada
- Graduarse e ir a una educación postsecundaria

Laboratorio de Desarrollo Educativo Southwest
ST. PETER’S ACADEMY
SCHOOL - PARENT COMPACT AGREEMENT
2020-2021

The staff at our Title I school constantly strives to provide a safe, pleasant learning environment for every student. We request that you sign the following Compact Agreement to show your commitment to support your child’s education.

- **ST. PETER’S ACADEMY** will:
  - Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: implement core curriculum, enrichment, and intervention programs that are research proven to be delivered by highly qualified, effective teachers.
  - Hold parent-teacher conferences with bilingual staff during which this compact will be discussed as it relates to the individual child’s achievement. Two conferences will be held: September and February.
  - Provide parents with frequent reports on their children’s progress. Teacher will provide reports as follows: progress reports at mid grading periods four times a year, report cards four times a year, and more extensive and frequent reports for designated students.
  - Provide parents reasonable access to staff with bilingual support. The staff will be available for consultation with parents as follows: Teachers, resource teachers, and administrators are available to meet with parents during regular scheduled conferences and additional conferences during the school day as requested by parents.
  - Provide parents opportunities to volunteer and participate in their child’s class and to observe classroom activities as follows: school activities calendar is distributed by semester, volunteer sign up list is offered during orientation, and observations may be scheduled through the teacher or administrator throughout the school year.

  **STUDENT’S TEACHER NAME:** ___________________________  September ______  February ______

  Additional Meeting(s) with families:

  Teacher Signature: ___________________________  Grade ______

- **PARENTS** will support our children’s learning in the following ways:
  - Participating, as appropriate, in decisions relating to my children’s education
  - Working at home with my child including reading at home
  - Encouraging good study habits; providing a suitable place for completing homework assignments
  - Attending parent/teacher conferences to help keep aware of my child’s progress
  - Attending workshops /trainings to assist me in being better able to support my child
  - Serving, to the extent possible, on policy advisory groups at school, district and state levels

  **PARENT/GUARDIAN NAME:** ___________________________  September ______  February ______

  Additional Meeting(s) with families:

  Parent signature: ___________________________

- **STUDENT RESPONSIBILITIES:**
  - I will:
  - Set aside time for reading and completing homework assignments
  - Return materials on time; give to my parent or responsible adult any notices from school every day
  - Behave well and abide by all classroom rules; be prepared each day
  - Respect my school, myself, and others; promote good citizenship by being a positive role model
  - Respect my school, myself, and others; promote good citizenship by being a positive role model

  **STUDENT’S NAME:** ___________________________  September ______  February ______

  Additional Meeting(s) with families:

  Student Signature: ___________________________
ST. PETER’S ACADEMY
ACUERDO ENTRE LA ESCUELA PADRES Y ESTUDIANTES
2020-2021

El personal en nuestra escuela de Título I se esfuerza constantemente para proporcionar un ambiente de aprendizaje placentero y seguro para todos los estudiantes. Le pedimos que firme el siguiente Acuerdo para mostrar su compromiso para apoyar la educación de su hijo (a)

1. LA ESCUELA PRIMARIA DE ST. PETER’S ACADEMY:
   • Ofrecerá un programa de estudios e instrucción de alta calidad en un ambiente de apoyo y aprendizaje efectivo que motive a los estudiantes a cumplir con los estándares de aprendizaje del Estado como sigue: Implementar el núcleo del plan de estudios, de enriquecimiento y programas de intervención que son de efectividad comprobada y enseñados por maestros efectivos y altamente calificados.
   • Tendrá conferencias de padres y maestros con personal bilingüe y en las cuales se discutirá este acuerdo por estar relacionado con el progreso individual del niño (a). Habrá dos conferencias: septiembre y febrero.
   • Le proporcionará a los padres reportes frecuentes del progreso de sus hijos. El maestro (a) proporcionará los reportes de la siguiente manera: reportes de progreso a la mitad de los periodos de calificaciones cuatro veces al año, boletas de calificación cuatro veces al año y reportes más frecuentes y extensos para estudiantes designados.
   • Le proporcionara a los padres acceso razonable a personal bilingüe de apoyo. El personal estará disponible para consultar con los padres de la siguiente manera: Los maestros, maestros de recursos y administradores estarán disponibles para reunirse con los padres durante conferencias programadas y conferencias adicionales como lo soliciten los padres durante el día de clases.
   • Le dará oportunidad a los padres para que sean voluntarios y participen y observen actividades en el salón de clases del niño (a) de la siguiente manera: cada semestre se distribuirá el calendario de actividades, durante el día de orientación se ofrecerá la lista para firmar como voluntario y se podrán programar observaciones con los maestros o administradores en el transcurso del periodo escolar.

   **MAESTRO (A) DEL ESTUDIANTE:**
   Septiembre Febrero

   **Junta(s) Adicional(es) con la Familias:**

   Firma del Maestro (a):

   **Grado**

2. LOS PADRES apoyaremos el aprendizaje de nuestros hijos de la siguiente manera:
   • Participando, como sea apropiado, en decisiones relacionadas con la educación de mi hijo (a)
   • Trabajando con mi hijo (a) en mi casa incluyendo la lectura en el hogar
   • Motivando buenos hábitos de estudio; proporcionando un lugar apropiado para hacer la tarea
   • Asistiendo a conferencias con los maestros para mantenerme informado del progreso de mi hijo (a)
   • Asistiendo a talleres prácticos/entrenamiento para que me ayuden a prepararme para apoyar mejor a mi hijo (a)
   • Servir, en la medida de lo posible, en grupos consultivos de política en la escuela, distrito y estado

   **NOMBRE DEL PADRE/GUARDIAN:**
   Septiembre Febrero

   **Junta(s) Adicional(es) con la Familias:**

   Firma del Padre/Guardián:

3. RESPONSABILIDADES DEL ESTUDIANTE:
   **Yo:**
   • Hago tiempo para leer y terminar la tarea
   • Regreso los materiales a tiempo, le entrego a mis padres o adulto responsable todos los avisos de la escuela todos los días
   • Me porté bien y obedecí todas las reglas del salón de clases; estuve preparado todos los días
   • Respeté a mi escuela, me respete a mí y a los demás; promoveré el buen civismo siendo un buen ejemplo
   **NOMBRE DEL ESTUDIANTE:**
   Septiembre Febrero

   **Junta(s) Adicional(es) con la Familias:**

   Firma del Estudiante:
We are updating our School-Parent Compact and our Parent and Family Engagement Plan for the 2020-2021 school year and we need **YOUR** help! Please answer the questions below and return to your child’s teacher by October 29, 2020. We value your input!!

The staff at our Title I school constantly strives to provide a safe, pleasant learning environment for every student. Would you like to see anything added to the school-parent compact in order for us to work together to provide student with the best learning environment possible?

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

What types of parent events work best to provide you with the ability to support your child’s school work at home? What topics would you like to learn about?

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

What are some ideas that will help us to have more of our families participate in school activities and events?

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
Communication

Each school welcomes parents' participation in academic and social activities. On-going communication includes phone calls, progress reports, parent-school compacts, meetings, parent/teacher conferences, and school assemblies. Throughout the year, parents are offered training on ways to work with their child at home to raise student achievement, informational nights, and books & resource materials for check out. Each Title I school is required to hold an annual meeting for all parents and involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I schools.

Title I Social Workers

Students identified for the Homeless Education Program are supported by Title I social workers.

Alejandrina Micket  
(772) 564-6086

Natasha Steenburgen  
(772) 564-6184

Unified Mission:  
Transforming education to inspire & empower ALL students to maximize their full potential

SCHOOL DISTRICT OF INDIAN RIVER COUNTY

2020-2021 Title I Program

Karen Malits  
Director of Federal Programs  
(772) 564-3038

Jo Ann Balsamo  
Project Specialist  
(772) 564-3093

District Title I Resource Teachers

Julie Green  
(772) 564-6099

Krista Sadlers  
(772) 564-6180
What is Title I?

Title I Part A of the Every Student Succeeds Act (ESSA) provides additional funding for supplemental supports to schools with the highest percentage of poverty.

How do schools qualify to receive Title I Funds?

Schools qualify based on demonstrating that their student population has a sufficiently high percentage of economically disadvantaged students. In accordance with federal law, funds are allocated to schools to support the purpose of Title I and the goals of the Schoolwide Improvement Plan.

Schools that receive Title I funds are operated as school wide programs. The school wide model means that all students in the school are eligible for services that Title I funds provide.

Purpose of Title I

The purpose of Title I is to ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education, and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title I funds assist schools in improving student achievement and are used to enhance the regular district instructional program.

Support for Title I Schools

- Facilitate family engagement
- Additional highly qualified personnel
- Supplemental materials and supplies
- Enhance technology and equipment
- Professional development activities
- Before and after school programs
- Summer programs
- School social workers

Family Engagement

Philosophy

Parents are the most influential teachers in a child’s life. Research indicates parental involvement increases student achievement and improves attitudes toward school. It is essential that parents and teachers have mutual respect and understanding of each other and work toward common goals for each student.

The district’s Parent Informational Guide contains additional information regarding district programs, policies, and tips for parents. The Parent Informational Guide is available at www.indianriverschools.org

Planning

Positive family engagement, convenient opportunities for staff/parent interaction, parent education, constructive home/school relationships, and the earliest possible involvement of the family in supporting student learning are all characteristics of effective programs. Each Title I school develops a Parent and Family Engagement Plan (PFEP). The PFEP is developed with parent input and is designed to meet the specific needs of the students and families at the school. In collaboration with parents, all Title I schools also develop a School-Parent Compact that states what parents, students, and the school will do together to raise student achievement.

2020-2021 Schools with a Title I Program

- Alternative Center for Education (772) 564-6240
- Citrus Elementary (772) 978-8350
- Dgodertown Elementary (772) 564-4100
- Fellsmere Elementary (772) 564-5970
- Gifford Middle School (772) 564-3550
- Glendale Elementary (772) 978-8050
- Indian River Academy (772) 564-3390
- Oslo Middle School (772) 564-3980
- Pelican Island Elementary (772) 564-6500
- Sebastian Elementary (772) 978-8200
- Sebastian River Middle School (772) 564-5111
- St. Peter’s Charter Academy (772) 562-1963
- Treasure Coast Elementary (772) 978-8500
- Vero Beach Elementary (772) 564-4550