



**Orange County
Public Schools**

TITLE I FEDERAL PROGRAMS

PARENT AND FAMILY ENGAGEMENT POLICY/PLAN

Dr. Barbara Jenkins, Superintendent

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PARENT AND FAMILY ENGAGEMENT PLAN

2017-18

I, Dr. Barbara Jenkins, do hereby certify that all facts, figures, and representations made in this application 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 on this project. All records necessary to substantiate these requirements will be available for review by appropriate 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 LEA commits to the following:

- Reserve at least one percent of the LEA's Title I, Part A allocation for parent and family engagement activities, defined in section 9101(32), as required by section 1118(a)(3)(A).
- Involve the parents of students receiving services under Title I, Part A in the decisions regarding how the reserved funds are allotted for parent and family engagement activities, as required by section 1118(a)(3)(B).
- Distribute at least 90 percent of the reserved funds to schools served under Title I, Part A, as required by section 1118(a)(3)(C).
- Plan and implement, meaningful consultation with parents of participating students, programs, activities, and procedures to involve parents in schools receiving Title I, Part A funds, as required by section 1118(a)(1).
- Develop jointly with, agree on, and distribute to, parents of participating students a written LEA-level parent and family engagement policy, which includes, as a component, how the LEA will build school and parent capacity for strong parent and family engagement as described in section 1118(e), that is subsequently incorporated into the LEA plan developed under section 1112, as required by section 1118(a)(2).
- Provide, to the extent practicable, full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children in carrying out the parent and family engagement requirements of Title I, Part A, as required by section 1118(f).
- Work in consultation with schools as they develop and implement school-level parent and family engagement policies that meet the requirements of section 1118(b)-(f), which include, as a component, school-parent compacts consistent with section 1118(d), as required by section 1112(c)(1)(H).
- Ensure schools receiving Title I, Part A funds notify parents of the school-level parent and family engagement policies, make the policies available to the local community, and periodically update the policy to meet the changing needs of parents and the schools, as required by section 1118(b)(1).


Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)


Date Signed

MISSION STATEMENT

Parent and Family Engagement Mission Statement (Optional)

Response: TO LEAD OUR STUDENTS TO SUCCESS WITH THE SUPPORT AND INVOLVEMENT OF FAMILIES AND THE COMMUNITY

ENGAGEMENT OF PARENTS

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

- LEA-wide parent and family engagement policy (PFEP)[Section 1116(2)];
- LEA plan [Sections 1112(b), 1112(d)(1 and 2)]; and
- How the funds reserved for parent and family engagement will be spent [Section 1116(a)(3)].

Response: Orange County Public Schools has an established Parent Engagement District Advisory Council (PEDAC). The Council is comprised of parent and community representatives from Title I schools from each Learning Community. To ensure a fair and balanced council, the district strives to align with parameters used to establish a School Advisory Council. Title I Director and Parent and Family Engagement team serve as facilitators of this group. The Parent and Family Engagement team's Program Specialists effectively share responsibility with the council members to provide training, arrange meetings, provide explanations for the requirements of Section 1118 of the Elementary and Secondary Education Act (ESEA) and provide information parents and families need to make well informed decisions for their children.

PEDAC is involved in the planning, review, evaluation and improvement of Title I programs, including writing the district's Parent and Family Engagement Policy/Plan (PFEP). The district wide Parent and Family Engagement Policy/Plan is incorporated into the Local Educational Agency (LEA) Plan that was developed under Section 1112 of the ESEA. The OCPS School Board Policy for parent and family engagement is also incorporated in the LEA's Title I Parent and Family Engagement Policy/Plan. The Council, along with input from parents and families at our Title I schools, are involved in making decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent. The district ensures that not less than 90 percent of the one percent goes directly to the schools, after equitable provisions are provided to participating private schools. The Title I Budget Manager, Title I Director, and other Title I Department members, work closely with school teams to ensure the correct allocation of funds and monitoring of expenditures.

Monitoring for implementation of the LEA's Parent and Family Engagement Policy/Plan and School Parent and Family Engagement Policies/Plans is meticulously documented using multiple means of data collection including parent interviews, copious meeting minutes, survey instruments, evaluative tools, digital compliance documentation and onsite visits. The Title I Department provides training, guidance and technical assistance to school Parent Engagement Liaisons (PELs), school administrative teams and parents. During Parent Engagement District Advisory Council meetings, information collected from parents, Title I schools and the district is discussed, analyzed, processed and documented.

The Parent Engagement District Advisory Council provides input in the development of the District Improvement and Assistance Plan and the implementation and evaluation of the District's Parent and Family Engagement Policy/Plan. At the LEA level, there is parent and community representation on the council overseeing the school improvement guidelines. The process for school improvement is established in all Title I schools. The Office of Research, Accountability and Grants, School Transformation Office, and Title I Department provide training and guidance to Title I,

Part A schools to engage parents and families in the school improvement process. The Title I Department, Parent and Family Engagement team, and OCPS Parent and Community Engagement staff provide training and strategies to engage parents in all aspects of the school and their child's education..

The Director of Title I Services and staff consult with teachers, principals, administrators, parents, and other appropriate school personnel to ensure that stakeholders are equally involved in the collaboration and decision-making process as required by the Every Student Succeeds Act (ESSA). In meaningful and active consultation, as partners, the Title I Department provides technical assistance to schools in writing the Parent and Family Engagement Plan, implementing programs and activities, and understanding the correlation between the Parent and Family Engagement Plan and the School Improvement Plan to make certain requirements are met.

The parents and families in Orange County are diverse in culture, language, and needs. They share the school's commitment to the academic success of their children. The Title I Department and Title I schools are in collaboration with parents and the community in order to establish programs, activities and best practices that will enhance the engagement of parents and families, and reflect the needs of parents, students, and schools. The Title I Department makes certain that the development of such programs and activities promotes student achievement, provides for continuous improvement of programs, and involves developing parents as leaders and equal partners.

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)].
1. **Response:** The Title I Department meets with each Title I, Part A school to conduct training and provides technical assistance on how to write and implement effective Parent and Family Engagement Plans and Compacts. Technical assistance is also provided throughout the year to assist schools in selecting appropriate, research based activities and how to fulfill the requirements of the Every Student Succeeds Act (ESSA) and Section 1118 of the Elementary and Secondary Education Act (ESEA). Additional training and support will be provided by the district's Parent Engagement team. Parent Engagement team staff will make school site visits to provide support and coaching to school-based Parent Engagement Liaisons (PELs) on best practices to engage parents and families. Schools are also provided with individual support in creating, implementing and evaluating parent engagement activities, programs and events. The Parent Engagement team partnered with Scholastic Education to provide a summer PEL Bootcamp and five face-to-face professional development sessions throughout the year. These professional development sessions are designed to build the capacity of PELs in order to build capacity in school staff to support the alignment of school activities with the Dual Capacity-Building Framework for Family-School Partnerships. Specifically, the PELs will ensure that each parent and family activity at the school level is linked to learning in alignment with the Process Conditions of the Dual Capacity-Building Framework for Family-School Partnerships. Using the Process Conditions for planning parent and family engagement activities is proven by research to support the capacity-building of parents and families to improve the academic success of their child.

Parent and Community Engagement and Parent and Family Engagement teams both have numerous resources such as: Family Engagement Resource Centers, printed materials and other forms of media for schools and parents, online resources, PowerPoint presentations and opportunities to attend conferences and training. Communication with schools occurs on a daily basis. Schools are provided support through e-mails, phone conferences, and webinars conducted by the Title I Department. Schools receive updates and ideas through the Parent Engagement Liaisons on their campus, monthly Title I Newsletter, as well as the Title I and OCPS Parent Academy websites. The Title I Department provides additional resources via the Title I collaboration site, as needed onsite visits, small group visits for Title I, Part A schools and visits upon request. Continuous educational support is provided through the OCPS Parent Academy.

The Title I Department reviews all Title I school Parent and Family Engagement Plans thoroughly and provides feedback and support to individual schools and groups to: ensure the inclusion of all parents, assist with implementation of activities and the acquisition of necessary resources and organizational ideas. Each Title I, Part A school submits their School Improvement Plan and Parent and Family Engagement Plan as required. The Title I Department assists the schools with understanding how the plans are correlated, in collaboration with their School Improvement Plans the importance of the correlation and the impact on student achievement. Technical assistance is provided that ensures effective training for developing, implementing, monitoring, and evaluating programs and activities that foster the engagement of parents, students, schools and the community are included.

Technical Assistance is provided to Title I schools on an ongoing basis to help them with the requirements of Section 1118. The Title I Department engages in the process of supporting and monitoring schools from August through June, a cyclical process. The Title I Department and the Florida Department of Education provide technical assistance to the Parent Engagement District Advisory Council and Title I, Part A schools for the review and updating of school and District Parent and Family Engagement Policies/Plans. The planning and training for Title I, Part A schools and parent representatives from the schools are conducted in March through May of the preceding year. Schools submit their data, School Improvement Plans and Parent and Family Engagement Plans, to begin the process of identifying barriers specific to individual schools, designing a plan with the assistance of parents to write School Parent and Family Engagement Policies/Plans, and reviewing and updating the School Compact.

The Parent and Family Engagement team is responsible for monitoring the schools' parent engagement programs and activities. This is done through each school providing the Title I Department with their Parent Engagement Activities Tracking Form, which lists and provides a description of activities executed, the number of participants, and certifies the use of Math and ELL strategies for curriculum related activities. For the 2017-18 school year, the Title I Department will continue a digital system for documentation. Additionally, the Parent and Community Engagement team will track their parent engagement activities through registrations and internal data collection systems for attendance. Onsite visits are conducted by the Title I Department to verify and to ensure that parent engagement activities are being implemented. Each school's documentation supports the great things that are being done at Title I schools. The Title I Department assists schools in need of support upon request and as needed throughout the year. The Title I Director and other members of the Title I Department visit with schools to support the implementation of programs. The district designs and implements district level models for parent and family engagement programs and activities for Title I, Part A schools to replicate.

COORDINATION AND INTEGRATION

- Describe how the LEA will coordinate and integrate parent and family engagement strategies from Title I, Part A with other federal programs (including but not limited to Head Start, Early Reading First, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), 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)].

Count	Program	Coordination
1	Parent and Family Engagement Team	Collaboration with Title I and other District departments to enhance student achievement through the training and support of school site Parent Engagement Liaisons in the planning and implementation of effective parent engagement activities that empower parents as first educators of students.
2	Parent and Community Engagement Team	Collaboration between Title I and other District departments to enhance student achievement through the support of community and family engagement that focuses on student achievement, parenting, advocacy, and personal growth.
3	Early Childhood Education/Parent and Community Engagement Team	To secure Pre-Kindergarten programs and resources, Title I combines training and resources for parents and students. The Early Intervention programs are a major focus in Orange County Public Schools. Pre-Kindergarten, Voluntary Pre-Kindergarten, First Start Kindergarten, Head Start, and the Migrant Early Readiness Program are examples of how we extend program services by working together.
4	Title I/ Part C Migrant	Training sessions are available to both parent groups. Collaborated support is provided at training.
5	Title I/Title X Homeless Education	Communication and marketing efforts to share professional development and resources are a collaborative effort to effectively serve this population.
6	Title I Federal Programs/Title II/Parent and Community Engagement Team/Parent and Family Engagement Team/Curriculum and Instruction	Promotion of family literacy strategies for increased student achievement; development and strengthening the relationship between parents and their child's school; Title I, Part A, Parent and Community Engagement Team, Parent and Family Engagement Team and Curriculum and Instruction provide joint training sessions for Parent Engagement Liaisons and parents.
7	Title I, Part A/Title I, Part D (Neglected & Delinquent)	Collaboration to provide parent/school training sessions and services that promote capacity building and student achievement.
8	Title I, Part A/Title III Multilingual/Parent and Community Engagement Team	Coordination and consultation for effective communication: translators, printed translation and translation devices.
9	School Improvement Funds and Title I, Part A and the Office of Research, Accountability, and Grants	Consultation and coordination to promote effective parent and family engagement experiences including parents and children of private schools by providing training.

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)].

Response: The Annual Evaluation of the Local Educational Agency's [LEA] Parent and Family Engagement Policy/Plan is an intricate and valuable component of the policy. As required, the agency, participates in meaningful consultation of parents in the annual evaluation of the content and effectiveness of the policy in improving the academic quality of the schools served under this part.

The LEA involves parents of Title I, Part A students in the development of the LEA Parent and Family Engagement Policy/Plan and the process of review, evaluation, revision and in the decisions regarding how the one percent allocation for parent and family engagement will be spent. The Title I Budget Manager is the operable force that ensures this process is done by calculating the equitable portion for services to families of students enrolled in Title I and private schools for the fiscal year. The Title I Department, Parent Engagement District Advisory Council, school administrators and school parent and family engagement committees, provide opportunities for parent input from parents of children receiving services under Title I, Part A. They are included in decisions regarding how funds reserved for parent and family engagement activities at the district and at Title I schools will be spent.

The annual evaluation process is accomplished with the assistance of the Parental Engagement District Advisory Council (PEDAC). This group is comprised of parents, educators, administrators, and community representatives from the district's learning communities, the Federal Programs Director and select Title I staff, namely the Parent and Family Engagement team. In order to conduct an effective annual evaluation, the council meets four times per year to review the district's Parent and Family Engagement Policy/Plan, evaluations, surveys, performance data, trends, barriers to participation, and the effectiveness of parent engagement programs and activities. The Council is provided ongoing guidance and technical assistance by the district's Federal Programs Director, Parent and Family Engagement team administrators, and FDOE's division of Family and Community Outreach to educate and update ESSA requirements for parent and family engagement, identify effective research-based parent and family engagement practices, and understand the purpose and functions of the Parent Engagement District Advisory Council and the LEA Parent and Family Engagement Policy/Plan requirements.

To ensure that Title I, Part A schools and parents of participating children have a voice in the decisions regarding the programs and activities included in the LEA's Parent and Family Engagement Policy/Plan, the Title I Department works with Title I administrators, school-based Parent Engagement Liaisons, and parent representatives to ensure each family receives the condensed version of the LEA's Parent and Family Engagement Policy/Plan and that they, along with the community, have access to the full policy through the Title I Department and school websites. Printed copies are housed at Title I, Part A schools, Title I Department, and Family Engagement Resource Centers.

Multiple means of data collection are encouraged and utilized by the Title I Department and Title I, Part A schools. Parents in Title I, Part A schools are provided with evaluation instruments to evaluate the effectiveness of the LEA's Parent and Family Engagement Policy/Plan and their school's Parent and Family Engagement Plan/Policy and activities. Ongoing guidance and technical assistance is provided. School Effectiveness and School Climate Surveys are conducted by the Department of Research, Accountability and Grants to gather a wide range of input from parents, teachers and administrators. This information is reviewed and analyzed by the PEDAC and used to improve the quality of Parent and Family Engagement Policy/Plan and activities.

School-based Parent Engagement Liaisons and site based administrators are responsible for assisting the LEA in the distribution of Parent and Family Engagement Policies/Plans, resources, and with the evaluation process. The final meeting for the Parent Engagement District Advisory Council is held in the spring of each year. The Council reviews parent participation data collected from workshops, conferences, meetings and webinars.

BUILDING CAPACITY

- If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, involve parents and the community to improve student academic achievement [Sections 1118(a)(2)(C), 1118(e)(1-14)].

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Engagement District Advisory Council	Title I Department, Parent and Family Engagement Team Administrators/Parent and Community Engagement Team, School-based Parent Engagement Liaisons	Enhanced parent and family engagement to support increased academic performance	November - May	Minutes/Evaluation data on effectiveness – Survey of council members
2	Provide schools with research-based materials for Family Engagement Resource Centers, parent training and parent resources	Title I Department, Parent and Family Engagement Team Administrators/Parent and Community Engagement Administrator and Liaisons	Enhanced parent and family engagement to support increased academic performance	August – May	Input provided by schools, parents, and families on effectiveness, PD sign-in sheets and exit slips
3	Develop partnerships with schools and community based organizations	District Title I Team, Parent and Family Engagement Administrators/Parent and Community Engagement Team, School-based Parent Engagement Liaisons	Enhanced parent and family engagement through school and community connection	August – May	Partnership logs/Activities

4	Developing and implementing parent and family engagement best practices	Title I Department, Parent and Family Engagement Administrators/Parent and Community Engagement Team, School-based Parent Engagement Liaisons	Enhanced parent and family engagement to support increased student achievement	July – June	Flyers, Agendas/Sign-in sheets/Minutes
5	Capacity-building training sessions/Resources for Staff, Parents, Families	Title I, Part A Schools, Parent and Family Engagement Administrators/Parent and Community Engagement Team, School-based Parent Engagement Liaisons	Increase parent knowledge of available resources in support of student achievement	July - June	Activity resources, Surveys, Attendance sheets
6	Parent and family engagement monthly activities	Parent and Family Engagement Administrators/Parent and Community Engagement Team, School-based Parent Engagement Liaisons, Title I Schools	Increased student achievement	November	Parent/School/Input analysis
7	Reviewing/Supporting development and implementation of Parent and Family Engagement Policies/Plans (Technical assistance)	Federal Programs Director, Title I Department, Title I School Leadership Teams, Parent and Family Engagement Administrators, School-based Parent Engagement Liaisons	Increased student achievement/School performance/Capacity of parents	August – July	Input provided by schools on helpfulness, Hits on school website

8	Connecting knowledge of information and communication between students, families and school to address the digital divide	Federal Programs Director, Title I Department, Parent and Family Engagement Administrators/Parent and Community Engagement Team, Curriculum and Instruction, Digital Learning, School-based Parent Engagement Liaisons	Enhanced parent and family engagement through school and community connection	August - May	Input provided by schools on helpfulness, Surveys, Hits on website
9	Provide students, teachers and parents with strategies to increase literacy skills	Parent and Family Engagement Administrators/Parent and Community Engagement Team, Curriculum and Instruction, School-based Parent Engagement Liaisons, Title I Schools	Increased student achievement in literacy	August - May	Sign-in sheets/Agendas/Surveys
10	Extended Media Center hours	Federal Programs Director, Title I Department, School Administrators	Increased student achievement	August – June	Sign-in sheets/Activity reports
11	Title I Annual Evaluation Meeting	Title I Department, Parent and Family Engagement Administrators	Effective communication with intense focus on student achievement	April – May	Sign-in sheets/Agendas/Minutes
12	Title I Annual Meeting training and resources	Title I Department, Parent and Family Engagement Administrators	Build capacity for parents and staff/Greater understanding of ESSA and student achievement	August – November	Agendas/Minutes, Evaluation tool analysis

13	Family Engagement Resource Centers (FERCs) and Parent Resource Areas	Title I Department, Parent and Family Engagement Administrators/Parent and Community Engagement, School-based Parent Engagement Liaisons	Increased parent and family engagement	August – September	School and parent input, Surveys, Parent checkout of resources, Parent sign-in sheets
14	OCPS Parent Academy	Title I Department, District, Parent and Community Engagement Team	Meaningful engagement of parents and families to support students academically and socially	September – May	Intense Focus on Student Achievement with meaningful engagement of parents and families, Number of participating families (registration), Parent and session surveys

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 1118 (e)(3)].

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Title I staff training/Train the Trainer for parent and family engagement	Title I Department, Parent and Family Engagement Team Administrators/Parent and Community Engagement Team	Appreciation and value for parent contributions	August - May	Minutes, Evaluation tool analysis, Training reflections

2	Annual Meeting training/resources	Title I Department, Parent and Family Engagement Team Administrators/Parent and Community Engagement Team, School-based Parent Engagement Liaisons, and Title I Schools	Build capacity for parents and staff/Greater understanding of ESSA	August - November	Agendas/Minutes, Evaluation tool analysis, Surveys
3	Parent and family engagement resources	Title I Department, Parent and Family Engagement Team Administrators/Parent and Community Engagement Team Liaisons, School-based Parent Engagement Liaisons	Increased student achievement by providing resources for students and parents that support academic achievement	August - July	Analysis of input provided by parents and schools, Surveys, Check-out logs of resources
4	Parent and family engagement conferencing & assistance/ Brochure with tips	Title I Department, Parent and Family Engagement Team Administrators, Digital Instruction Team	Increased student achievement through effective parent and family engagement activities	August - May	Evaluation analysis, Parent and teacher surveys
5	Monthly calendar & newsletters	Title I Department, Parent and Family Engagement Team Administrators/Parent and Community Engagement Team School-based Parent Engagement Liaisons, Harvard Principal Team	Effective communication and support/Promote student achievement	August - July	Evaluation tool analysis, Surveys

6	Resources for Family Engagement Resource Centers (FERCs) and parent and family resource areas	Title I Department, Parent and Family Engagement Team Administrators/Parent and Community Engagement Team, School-based Parent Engagement Liaisons	Increased student achievement/Informed parents	September - July	Parent input, Survey analysis, Sign-in for parent training sessions, check-out slips for resources
7	Parent and family engagement modules	Title I Department, Parent and Family Engagement Team Administrators, School-based Parent Engagement Liaisons	Effective communication/Building capacity with Intense Focus on Student Achievement	September - May	Exit slips, Teacher feedback
8	Parent Engagement Liaison Summit, Parent Engagement Liaison Learning Labs and District Parent and Family Engagement Team Coaching of Coaches professional development	Parent and Family Engagement Team Administrators, Title I, Part A School Principals, School-based Parent Engagement Liaisons	Increased student achievement by building capacity of staff to build capacity in parents and families	July - June	Sign-in sheets, Agendas, Evaluation tool

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)].

Response: Orange County Public Schools provides written communication in six different languages: Arabic, English, Haitian Creole, Portuguese, Spanish and Vietnamese. Interpreters are provided at meetings, conferences, training and other parent events as needed. The Title I Department and the OCPS Parent and Community Engagement team work diligently with Multilingual Student Education Services, Community Resources, Title I, Part A schools, and other departments to ensure, to the extent possible, that parents and families of children with limited English proficiency are given information afforded to other parents and families regarding parent and family engagement activities.

The Migrant Education Program provides parent and family engagement activities for Migrant parents; OCPS Multilingual Student Education Services provides the same services for parent and family engagement. The Title I Department, OCPS Parent and Community Engagement, Parent and Family Engagement team, and Community Resources collaborate with all groups to ensure equitable treatment.

The LEA makes allowances for communication and inclusion of parents with disabilities by providing resources for the deaf and hearing impaired and enhanced vision devices, large print and documents in Braille, to the extent possible, for parents experiencing difficulty with sight. Accommodations are made for parents who have limited mobility.

LEA district administrators, executive directors, school-based administrators and leadership teams, Title I Department, OCPS Parent and Community Engagement team, Parent and Family Engagement team, Community Resources, school-based Parent Engagement Liaisons, and district departments for Multilingual Student Education Services, Migrant Education and Special Education Programs work together to ensure that parents of all students in Title I, Part A schools, as well as all district schools, receives equal access, opportunities, and treatment, to the extent possible, and that services are rendered to all parents.

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)].

Count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training	Involve parents in the development of training for teachers, principals, and other educators to improve student achievement through feedback from the Parent Engagement District Advisory Council and Parent Academy participants	District Administrators	Increased parent engagement, communication and knowledge	August – May
2	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training	Literacy training for parents from Title I, Part A funds, will be provided if the school LEA has exhausted all other resources.	Title I schools, Title I Department, Parent and Family Engagement Team Administrators, Parent and Community Engagement Team	Increased student achievement through parent engagement and knowledge	August – May
3	Paying reasonable and necessary expenses associated with parent engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training	Schools will pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare	Federal Programs Director, Title I Budget Manager	Increased student achievement through parent engagement	August – May

4	Training parents to enhance the engagement of other parents	Training for parents to enhance the engagement of other parents	Title I Schools, Parent and Family Engagement Team Administrators/Parent and Community Engagement Team, School-based Parent Engagement Liaisons	Effective parent and family engagement activities that promote increased student academic achievement	August – May
5	Maximizing parent and family engagement and participation in their child's education by arranging school meetings at a variety of times, or conducting conferences at an alternate location between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school	OCPS Title I and Title I, Part A schools will arrange school meetings at a variety of times or conduct individual conferences upon request	Title I Department, Title I Schools, Parent and Family Engagement Team Administrators, Title III Multilingual Student Education Services	Increased student achievement and school academics	August – May
6	Adopting and implementing model approaches to improving parent and family engagement	OCPS will adopt and implement model approaches to improving parent and family engagement	Title I Department, Parent and Family Engagement Team Administrators, Parent and Community Engagement Team, Title I schools	Increased parent and family engagement planning, review and improvement	August – May
7	Establishing a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A Programs	Conduct meetings with the district-wide parent advisory council, Parent Engagement District Advisory Council (PEDAC), to provide advice on all matters related to parent and family engagement in Title I, Part A Programs	Title I Department, Parent and Family Engagement Team Administrators	Help implement and develop parent and family engagement policies to strengthen parent and family engagement	November-May

8	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities	Develop appropriate roles for community-based organizations and businesses, including faith-based organizations	District, Federal Programs Director, Parent and Family Engagement Team Administrators/Parent and Community Engagement Team Administrator, Title I, Part A Schools, School-based Parent Engagement Liaisons	Improved home-school communication	July - June
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Orange County Public Schools, 445 West Amelia Street, P.O. Box 271, Orlando, Florida 32801

407-317-3200

407.317-3332 (Fax)

2017-18 LEA Parent and Family Engagement Policy/Plan Adoption Page

Orange County Public Schools:

This policy was adopted by the LEA on 5/30/2017 and will be in effect for the period of one year through 6/30/2018. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before 11/30/2017.



Signature of Title I Director or Authorized Representative

12/1/17
(Date)

OCPS EEO Non-Discrimination Statement

The School Board of Orange County, Florida, does not discriminate in admission or access to, or treatment or employment in its programs and activities, on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law. The following individuals at the Ronald Blocker Educational Leadership Center, 445 W. Amelia Street, Orlando, Florida 32801, attend to compliance matters: Equal Employment Opportunity (EEO) Officer & Title IX Coordinator: Jared Brooks; ADA Coordinator: Michael D. Graf; Section 504 Coordinator: Latonia Green. (407.317.3200)



OCPS EEO Non-Discrimination Statement

The School Board of Orange County, Florida, does not discriminate in admission or access to, or treatment or employment in its programs and activities, on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law. The following individuals at the Ronald Blocker Educational Leadership Center, 445 W. Amelia Street, Orlando, Florida 32801, attend to compliance matters: Equal Employment Opportunity (EEO) Officer & Title IX Coordinator: Jared Brooks; ADA Coordinator: Michael D. Graf; Section 504 Coordinator: Latonia Green. (407.317.3200)