

ORANGE Title I, Part A Parental Involvement Plan

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 will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of “parental involvement” defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

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

Parental Involvement Mission Statement (Optional)

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

Involvement of Parents

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

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

Response: Orange County Public Schools has an established Parental Involvement District Advisory Council (PIDAC). The Council is comprised of parent representatives from Title I schools in our five Learning Communities. To ensure a fair and balanced council, the district adhered to the parameters, used to establish a School Advisory Council. Title I Director and OCPS Parent Academy members are the facilitators, as well as members of this group. The district parental involvement coordinators, effectively share responsibility with the council members, provide trainings, arrange meetings, provides explanations for the requirements of Section 1118 of the Elementary and Secondary and Education Act (ESEA) and provide information parents need to make well informed decisions for their children.

This Parent Involvement District Advisory Council is involved in the planning, review, evaluation and improvement of Title I programs, including, the planning, review, annual evaluation and writing of the district's Parental Involvement Policy/Plan. The district wide Parental Involvement Policy/Plan is incorporated into the Local Educational Agency (LEA) Plan that was developed under Section 1112 of the Elementary and Secondary and Education Act. The OCPS School Board Policy for Parental Involvement is also incorporated in the LEA's Title I Parental Involvement Policy/Plan. The Council, along with input from parents at our 104 Title I schools are involved in making decisions about how the 1% of Title I, Part A funds reserved for parental involvement is spent. The district ensures, that not less than 95 percent of the one percent goes directly to the schools, after equitable provisions have 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 the monitoring of fund expenditures.

Monitoring for implementation of the LEA's Parental Involvement Plan and School Parental Involvement Plans is meticulously documented using multiple means of data collection, including parent interviews, copious minutes, survey instruments, evaluative tools, compliance documentation boxes and onsite visits. The Title I Department provides training, guidance and technical assistance to school parental involvement coordinators, school administrative teams and parents. During Parental Involvement District Advisory Council meetings, information collected from parents is discussed analyzed, processed and documented. If the information gathered reflects the LEA's Parental Involvement Plan is not satisfactory to parents of Title I, Part A students, as required by Section 1112 of the ESEA, the parents' comments are submitted to the Florida Department of Education.

The Parental Involvement District Advisory Council provides input in the development of the District Improvement and Assistance Plan and the implementation and evaluation of the District's Parental Involvement Policy. At the LEA level, there is parent representation on the council overseeing the school improvement guidelines. The process for school improvement is established in all Title I schools. The Office of Assessment, Research and Accountability, Student Services, Title I Department provides trainings and guidance to Title I, Part A schools to employ parents in the school improvement process. The Title I Department, OCPS Parent Academy and the Community Resource Administrators provide trainings and strategies to involve parents in all aspects of the school.

The Director of Title I Services and staff consult with teachers, principals, administrators, parents, and other appropriate school personnel to ensure stake-holders are equally involved in the collaboration and decision making process as required by No Child Left Behind, Title I Section 1118: Parental Involvement, and that its requirements are met. In meaningful and active consultation, as partners, the Title I Department provides technical assistance to schools in writing the Parental Involvement Plan, implementing programs, activities and understanding the correlation between the Parental Involvement Plan and

the School Improvement Plan.

The parents 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 in order to establish programs, activities and best practices that will enhance the involvement of parents, reflecting on the needs of parents, students, and schools. The Title I Department makes certain that the development of such programs and activities, promote student achievement, provide for continuous improvement of programs, and involve 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 parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Response: Response: Planning I Implementation Process Ongoing - August -June

The Title I Department meets with each Title I Part A schools three times a year to conduct trainings and provide technical assistance on how to write and implement effective Parental Involvement Plans, Compacts, choose appropriate activities based on research and on ways to fulfill the requirements of NO Child Left Behind (NCLB) Section 1118 of the Elementary and Secondary Education Act (ESEA). Additional trainings to support student achievement and the six areas of parental involvement are also provided for interested schools. The Title I Department and Parent Academy has many resources such as; parent resource centers, printed materials and other forms of media for schools and parents, online resources, PowerPoint and opportunities to attend conferences and trainings. Communications with schools happen 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 Monthly Title I Newsletter, Transformation Newsletter, Title I and OCPS Parent Academy website. The Title I Department provides onsite visits, small group visits for Title I, Part A Schools and visits upon request. Schools are also provided with individual support in creating, implementing and evaluating parental involvement activities, programs and events. Continuous educational support is provided through the Parent Academy.

The Title I Department reviews all Title I school Parental Involvement Plans thoroughly and provide, feedback and support to individual schools and groups to; ensure the inclusion of parents, assist with implementation of activities and assist with acquiring necessary resources and organizational ideas. Each Title I, Part A School submits their School Improvement Plan and Parental Involvement Plan as required. The Title I Department assists the schools with understanding how the plans are correlated, the importance of the correlation and the impact on student achievement. Technical assistance is provided for effective trainings that are essential to developing, implementing, monitoring, evaluating programs, activities for the involvement of parents, students, schools and the community.

Both the Title I Department and Parent Academy engage in the process of supporting and monitoring from August - June. Then, the process cyclical. Technical Assistance is provided to Title I schools on an ongoing basis to help them with the requirements of Section 1118 of NCLB. Title I Director and Florida Department of Education provide technical assistance to the Parental Involvement District Advisory Council and Title I, Part A schools for review and updating school and district Parental Involvement Policy/Plans. The planning and training for Title I, Part A schools and parent representatives from the

schools are conducted in April-May of the preceding year. Schools bring in their data, School Improvement Plans and Parental Involvement Plans to begin the process of identifying barriers specific to individual schools, designing a plan with the assistance of parents to write School Parental Involvement Plans and to review and update the School-Compact.

The Title I Department is responsible for monitoring the schools' Parental Involvement programs and activities. This is done through each school providing the Title I Department /Parent Academy with Parental Involvement Activities Tracking Form; which lists and provides a description of activities executed and the number of participants. During the 2013-2014 school year, the Title I Department has implemented a paperless system for documentation. Additionally, the Parent Academy will continue tracking parental involvement activities by monitoring the Professional Development Services online system. Onsite visits are conducted by the Title I Department to verify and to ensure that Parental Involvement activities are being implemented. The school's documentation supports the great things that are being done at Title I schools. The Title I Department assists schools that need support upon request and as needed throughout the year. The Title I Director, Sr. Administrators and other members of the Title I Department visits with schools to support the implementation of programs. The district designs, implements district level model for parental involvement programs and activities for Title I, Part A schools to replicate.

Coordination and Integration

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

count	Program	Coordination
1	Early Childhood Education	To secure Pre-K 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 Migrant Early Readiness Program are examples of how we extend program services by working together.
2	Title I/ Part C Migrant	Avail trainings to both parent groups, shared resources and District PIRC, support of PI trainings
3	Title I/Title X Homeless Education	Communication & marketing efforts to share professional development and resources, collaboration to effectively serve this population
4	Title I Federal Programs/Title II	Coordination and consultation for teaching training for effective parent communication
5	Title I, Part A/Curriculum Services	Promotion of Family Literacy, strategies for increased student achievement and development and strengthening the relationship between parents and their child's school; Curriculum services and the Office of Parental Involvement provide joint trainings for Parental Involvement Coordinators and parents.
6	Title I, Part A/Title I, Part D (Neglected & Delinquent)	Collaboration to provide Parent /school trainings and services that promote capacity building, student achievement, resources and trainings
7	Title I, Part A/Title III-Multilingual	Coordination and consultation for effective communication: translators, printed translation and translation devices
8	School Improvement funds and Title I Part A and the Office of Assessment and Accountability	Consultation & coordination to promote effective parental involvement to all families; including parents and children of private schools to provide parenting workshops, classes and training.
9	Title I/Supplemental	Consultation for Parent Notification, Parental Involvement and SES

	Educational Services	Parental Input Evaluation, College & Career Awareness
10	Title I/Guidance/ESE Departments	Coordination of Bullying Prevention Program/Activities. Collaboration with other departments to promote and inform about bullying and prevention through effective communication.

Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

Response: Response: The annual evaluation of the Local Educational Agency's [LEA] Parental Involvement Policy is an intricate and valuable component of the policy. As required, the agency, with 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 Parental Involvement Policy/Plan and the process of review, evaluation, revision and in the decisions regarding how the 1% allocation for parental involvement 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 Involvement District Advisory Council, school administrators and School Parent Involvement Committees, provide opportunities for parental input from parents of children receiving services under Title I, Part A. They are included in decisions regarding how funds reserved for parental involvement activities at the district and Title I schools will be spent.

The annual evaluation process is accomplished with the assistance of the Parental Involvement District Advisory Council (PIDAC). This group is comprised of parents, educators, administrators, and community representatives from the district's Learning Communities, the Title I Director and Title I staff. In order to conduct an effective annual evaluation, the council meets one to three times per year, to review the district's Parental Involvement Policy, evaluations, surveys, performance data, trends, barriers to participation and to review the effectiveness of parental involvement programs and activities. The Council is provided ongoing guidance and technical assistance by the district's Title I Director, Parent Academy, FLDOE division of Family and Community Outreach to educate and update NCLB requirements for Parental Involvement, identify effective parental involvement practices based on research, understand the purpose, functions of the Parental Involvement Advisory Council and the LEA Parental Involvement 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 LEA Parental Involvement Policy/Plan, the Title I Department works with Title I administrators, school coordinators and parents representatives to ensure each family receives the condensed version of the LEA's PI Policy 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 Department, OCPS Parent Academy and Parent Resource Centers.

Multiple means of data collection is 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 Parental Involvement Policy/ Plan and their School Parental Involvement Plan and activities. The Parent Involvement Toolkit and ongoing guidance and technical assistance provide support with devising effective surveys. School Effectiveness Surveys and School Climate Surveys are conducted by the department of Accountability, Research and Assessment to gather a wide range of input from parents, teachers and administrators. This information is reviewed and analyzed by the PIDAC and used to improve the quality of Parental Involvement Plans and activities.

The school Parental Involvement Coordinators and site based administrators are

responsible for assisting the LEA in the distribution of Parental Involvement Policy/Plans, resources and with the evaluation process. The final meeting for the Parental Involvement District Advisory Council is held in the spring of each year. The Council reviews parent participation data collected from workshops, conferences, meetings and webinars.

Additionally, other tools are used to gather information and analyze data during these meetings. Such as, data summary of student performance, Title I, Part A goals, objectives, the District Improvement and Academic Plan, parent survey results and other input provided from Title I, Part A Schools and parents. Extensive discussion on changes needed to the LEA Parental Involvement Policy, the identification of barriers and possible solutions is undertaken. After careful consideration and input from all participants, on each section of the current Parental Involvement Plan and the LEA District Policy/Plan, based on evaluations, suggestions and identified barriers, the PI Policy/Plan is written, adopted and submitted to FLDOE for review. The Annual Evaluation Meeting minutes are uploaded as part of the verification process.

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 involved, 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	Train the Trainer Model for Parent Leadership	Title I Department	Intense Focus on Student Achievement	August – May	Sign In Sheets/Agenda/conferencing
2	Parental Involvement District Advisory Council	Parent Academy	Meetings to address academic improvement and parental involvement	November - May	Minutes/Evaluation data on effectiveness
3	Provide schools w/ scientifically based research materials for PI resource center, parent trainings and parent resources	Parent Academy	Parental Involvement leads to increased student achievement	August – May	Input provided by schools on effectiveness
4	Develop Partnerships with schools and community based organizations	District Title I Team/Sr. Admin. Community Resources and the Parent Academy	Increased Family Involvement with the Intense Focus on Student Achievement	ongoing	Partnership log/activities
5	Best Practices for PI, Developing and Implementing PI Plans	Title I Department	Increased PI/ Student Achievement	August - May	Flyer, Agenda/sign In Sheets minutes
6	PIRC/ Trainings/Resource/Monthly Calendars and Newsletters	PI Coordinators/Title I Part A Schools and Parent Academy	Increased student Achievement	August - June	Surveys, Attendance Sheets
7	Be There Campaign	Sr. Administrator Community Resources and the Parent Academy	PI/Student performance	ongoing	Parent Input/analysis
8	Family Involvement Month Activities	Title I Schools	Increase student Success	November	parent/school/ input analysis
9	Family Reading Summit/	District Parental	Increased student	September	Evaluation analysis/parent

	Workshops in a Box	Involvement/Parent Academy Team	performance	- June	comments
10	PI Technical Assistance/Multiple Means of Data Collection	Title I Department and the Parent Academy	Capacity Building/Increased Student Achievement	Ongoing	Evaluation analysis
11	Reviewing & Supporting the development & Implementation of PI Plans	Director, Title I Department and Title I School Leadership Teams	Increased student achievement/school performance/capacity of parents	Ongoing	Multiple means of data gathering & analysis
12	Parents as Partners/Building Home-School Connections	Title I Department/School Administrators and Parent Academy	Increase Parent Involvement/teacher involvement with intense focus on student achievement	Ongoing	Sample Product/Publications/Testimonials
13	Connecting Knowledge of Information and Communication Between Students, Families and School Digital Divide	Title Director, Title I Department, Parent Academy and Information Technology	Parental Involvement Leads to Increased Student Achievement	August - May	Input provided by schools on helpfulness
14	Provide students, teachers and parents with strategies to boost math skills	Parent Academy, Title I Schools	Increase Student Achievement in Math	August-May	Evaluation Data on Effectiveness
15	Extended Media Center Hours	Title I Director, Title I Department and School Administrators	Increase Student Achievement	Ongoing	Sign-In Sheets
16	Aligning Parent Goals with OCPS' Vision and Mission	Title I Department and Parent Academy	Increased Parental Involvement	August - May	Evaluation of Effectiveness
17	Annual Evaluation Meeting	Title I Department	Effective Communication with Intense Focus on Student Achievement	April - May	Sign -In Sheets, Agenda, Minutes
18	Grandparents as Partners/Parent Academy Classes	Title I Department/Parent Academy	Intense Focus on Student Achievement	Ongoing	Sign-In Sheets, Survey
19	Annual Meeting Trainings and Resources	Title I Department	Build Capacity for Parents and Staff/Greater Understanding of NCLB and Student Achievement	August-September 2013	Agenda, Minutes, Evaluation Tool Analysis
20	Establishing PIRCs and Parent Resource Areas	Title I Department and the Parent Academy	Increased Parental Involvement	Ongoing	School and Parent Input
21	OCPS Parent Academy	Title I Department/District	Intense Focus on Student Achievement with Meaningful Involvement of Parents	September-May	Intense Focus on Student Achievement with Meaningful Involvement of Parents

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
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1	Title I Staff Trainings/Train the Trainer for Parental Involvement	Title I Department	Appreciation and value for parent contributions	September - October 2013	Minutes/Evaluation analysis
2	Best Practices for Parental Involvement	Title I Department	Appreciation and value for parent contributions	August - May	Agendas/ sign In Sheets/Evaluation analysis
3	Effective Communication – district training for Title I, Part A School representatives	Title I Department/Parent Academy	Increased student achievement through effective communication	August - May	Minutes/ Agenda / Evaluation Analysis
4	Annual Meeting Training/Resources	Title I Department, Title I Schools and Parent Academy	Build Capacity for parents and staff/ greater understanding of NCLB/ student Achievement	Ongoing	Agenda/Minutes Evaluation tool analysis
5	Parental Involvement Resources	Title I Department/Parent Academy	Increase student achievement by providing resources for students and parents that support academic achievement	Ongoing	Analysis of input provided by parents and schools
6	PI Conferencing & Assistance	Title I Director/Title I Department	Increase student achievement through effective parenting activities	August - May	Evaluation analysis/input
7	Monthly Calendar & Newsletters	Title I Department/Parent Academy	Effective Communication and support/promote student achievement	August - May	Evaluation tool analysis
8	Establishing PIRCS and Parent Areas	Title I Department/Parent Academy	Increase student achievement/informed parents	ongoing	Parent input/survey analysis
9	Effective Parental Involvement	Title I Department/Title I Part A Schools	promote relations/communication	Ongoing	Survey Analysis
10	Informative training for Title I Schools participating in the Parents as Partners Program	Title I Department/Parent Academy	Building Capacity with Parents	Ongoing	Agenda/Sign In Sheets
11	Value of Parental Involvement	Title I Department/Title I, Part A Schools	Effective Communication/Building Capacity with Intense Focus on Student Achievement	Ongoing	Sign-In Sheets
12	Training and train-the trainer resource for Title I, Part A Schools: How to Effectively Communicate with Parents	Title I Department/Title I, Part A Schools	Effective Communication/Building Capacity with Intense Focus on Student Achievement	Ongoing	Sign-In Sheets
13	Implementation and Coordination of Parental Involvement Program	Title I Department//Title I, Part A Schools	Increased student achievement as a result of intense focus on on communication and capacity building	Ongoing	Sign-In Sheets
14	Building Ties Between Home and School; Cultural	Title I Department /Title I, Part A Schools	Intense Focus on Student Achievement with Increased Involvement of	Ongoing	Sign-In Sheets

	Sensitivity		Parents		
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Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parental involvement 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 1118(e)(5) and 1118(f)].

Response: Response: Orange County Public School District prints communication in six different languages: English, French, Haitian Creole, Portuguese, Spanish and Vietnamese. Interpreters are provided at meetings, conferences, trainings and other parent events as needed. The Title I Department and the OCPS Parent Academy works diligently with the Multilingual Services Department, Community Resources, Title I, Part A schools, Community Relations and other departments to ensure to the extent possible, parents of children with limited English proficiency, are given information afforded to other parents regarding parental involvement activities are provided to the parents.

The Migrant Education Department provides Parental Involvement Activities for Migrant parents; the OCPS ELL department provides the same services for Parental Activities. The Title I Department, OCPS Parent Academy, Community Relations and Community Resources department 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 hearing impaired, 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.

The LEA district administrators, executive directors, school based administrators and leadership teams, Title I Department, OCPS Parent Academy, Community Resources Department, Community Relations Department, school Parental Involvement coordinators and district departments for ELL, 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, treatment. To the extent possible services are rendered to all parents.

Discretionary Activities

The LEA parental involvement 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 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

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 [Section 1118(e)(6)];	Involve parents in the development of training for teachers, principals, and other educators to improve student achievement	District Administrators	Increased Parent Participation, communication and knowledge	August – May
2	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all	Literacy training for parents from Title I, Part A funds, will be provided if the school	Professional Development Services	Result: Increase in Performance	August – May

	other reasonably available sources of funding for that training [Section 1118(e)(7)];	LEA has exhausted all other resources.			
3	Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];	OCPS will pay reasonable and necessary expenses associated with parental involvement activities, including transportation and childcare	Title I Director, Title I Budget Manager	Result: Increase in Performance	August – May
4	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Trainings for parents to enhance the involvement of other parents [Section 1118(e) (9)];Positive Parenting[i.e. Parenting By Design Not Chance]	Title I Department, School Principal, School PI Coordinators and Parent Academy	Effective PI activities that will improve academic achievement	August – June
5	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	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, School PI Coordinators, Principals, Title I Department and OCPS Parent Academy	Increased Student Achievement and School Academics	August – May
6	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];	OCPS will adopt and implement model approaches to improving parental involvement [Section 1118(e) (1	Title I Department and OCPS Parent Academy	Increased PI planning, review and improvement/	August – May
7	Establishing a LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and	Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental Involvement in Title I, Part A Programs	Title I Director, Title I Part A Schools, OCPS Parent Academy and Community	Help implement and develop parental involvement policies and to strengthen partnerships among schools/	August - September
8	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations	Community Resource Department, OCPS Parent Academy	Improved home-school communication	August - November

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

[Uploaded Document](#)

Evaluation of the 2012-2013 Parental Involvement Plan

Building Capacity Summary

Provide a summary of the activities provided during the 2012-2013 school year designed to build the capacity of parents to help their children [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Local Educational Agency Policy/Plan and Distribution of Brochures	1	65000	Building the capacity of parents, community and the school.
2	Developing Partnerships with Schools and Community Based Organizations	1	750	Intense Focus on Student Achievement and Community Engagement
3	Family Involvement Month Activities/Best Practices	15	249	Intense Focus on Student Achievement and Meaningful Parent Involvement
4	Educating schools on how to communicate with parents and value their contribution	9	206	Intense Focus on Student Achievement and Meaningful Parent Involvement
5	Parent Involvement District Advisory Council	4	70	Intense Focus on Student Achievement and Meaningful Parent Involvement
6	Provide schools with scientifically based research materials for Parent Info Centers/trainings	5	137	Intense Focus on Student Achievement and Meaningful Parent Involvement

Staff Training Summary

Provide a summary of the professional development activities provided during the 2012-2013 school year by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118(e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Value of Parental Involvement	9	174	Intense Focus on Student Achievement, Building Capacity and Meaningful Parent Involvement
2	Communicating and Working with Parents	9	174	Intense Focus on Student Achievement, Building Capacity and Meaningful Parent Involvement
3	Implementation and Coordination of Parental Involvement Program	9	174	Intense Focus on Student Achievement, Building Capacity and Meaningful Parent Involvement
4	Annual Meeting Training/Resources	9	174	Intense Focus on Student Achievement, Building Capacity and Meaningful Parent Involvement
5	Annual Meeting Title I Meeting	9	174	Intense Focus on Student Achievement, Building Capacity and Meaningful Parent Involvement
6	Establishing PIRCs and Parent Areas	9	174	Intense Focus on Student Achievement, Building Capacity and Meaningful Parent Involvement

Private School Summary

Provide a summary of the parental involvement activities provided during the 2011-2012 school year for private schools implementing a Title I, Part A program [Section 1120(a)(1)].

count	Content and Type of Activity	Number of Participants	Schools Participating	Anticipated Impact on Student Achievement
1	Annual Title I Meeting/Orientation	150	Each School Site	Student Responsibilities/Maximize Student Success in the Program
2	Individual Parent Conferences	350	School Sites	Intense Focus on Student Achievement
3	Catapult Learning Activities	125	Catapult Learning Classroom	Intense Focus on Student Achievement
4	Customized Student Summer Reading Bags	545	School Sites	Intense Focus on Student Achievement
5	Customized Student Summer Reading Bags	172	School Sites	Intense Focus on Student Achievement

Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the 2012-2013 school year. Include the steps the LEA will take during the 2013-2014 school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Communication	Provide translators and/or translation devices as needed. Continue to publish documents in different languages. Also, text messaging may be utilized if necessary. Additionally, the OCPS Parent Academy will provide its website as a form of communication for parents and students.
2	Child-Care	Use of resources to provide childcare/flexibility for meeting locations
3	Transportation	Provide transportation/passes to help parents get to PI events
4	Language Barrier	Provide translators/translation devices and translation of documents as needed
5	Work Schedule	Flexible meeting times

Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the 2012-2013 school year the LEA considers the most effective. This information may be shared with other LEAs as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
1	Building Capacity of Parents	Provide Parents and Students with trainings that focus on student achievement and meaningful parent involvement
2	Increasing Parent Participation	Provide meaningful parent involvement/workshops
3	Effective Communication	Provide training at Parent Information Center