

2018-2019 Parent and Family Engagement Plan

School Name	
LEA	Orange County Public Schools

The following is to ensure school-level parent and family engagement plans meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)

Assurances

The above named school agrees to the following assurances:

- ☐ Involve parents of children served in Title I, Part A in decisions about how Title I Part A funds are spent;
- ☐ Carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;
- ☐ Jointly develop/revise plan with parent and make available to the local community;
- ☐ Involve parents and families in planning, reviewing, and improving schoolwide program plan;
- ☐ Use the findings of parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school's parent and family engagement plan;
- ☐ Provide each family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals;
- ☐ Notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher(s) who is out of field;
- ☐ Provide each family with an individualized student report about the performance of their child(ren) on the State assessments [ESEA Section 1116]

Mission Statement

1. Does the mission statement include: How the parent and family engagement plan is a shared responsibility? How the parent and family engagement	The Mission of Positive Pathways Transition Center (PPTC) is to lead our students to success with the support and engagement of families and the community. We feel strongly that parent and family engagement is a driving force in a child's education and is a shared responsibility. We will teach students and parents to continually assess their strengths and build on their success. Our goal is to build a balance between academic success and behavior training in school and at home. Our parent
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plan will assist in providing high quality instruction for all learners?	engagement mission statement is to collaborate with parents to help them help their children academically and socially. We are committed to working jointly with parents and family to develop a plan for activities that support high quality instruction needed for all learners to be successful.
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Involvement of Parents

2. Does the plan include: How the school will involve the parents and families in an organized, ongoing, and timely manner in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used [ESEA Section 1116]?	<p>Positive Pathways Transition Center will ensure the organized, ongoing and timely manner of involving parents through the following methods:</p> <ul style="list-style-type: none"> • Home-to-school and school-to-home communication in English and/or other languages • Email • Newsletters • Flyers • Connect Orange messages • School Website • Other known best practices as needed <p>At Positive Pathways Transition Center parents and families are involved in the planning, review and improvement of Title I programs, including involvement in the decision making of how funds for Title I will be used by:</p> <p>Attending</p> <ul style="list-style-type: none"> • School Advisory Council (SAC) meetings • Weekly Student/Parent Orientation meetings • Title I Annual Meeting <p>Participating In</p> <ul style="list-style-type: none"> • Parent and family engagement capacity-building activities <p>Reviewing</p> <ul style="list-style-type: none"> • Academic data • Previous school year Parent and Family Engagement Plan
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Coordination and Integration with Other Federal Programs

3. Does the plan include: How the school will coordinate and integrate parent and family engagement	Positive Pathways Transition Center will coordinate and integrate parent and family engagement programs and activities through a host of planned events throughout the school year. These activities will teach parents how to help their child(ren) at home through the implementation of
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<p>programs and activities?</p> <p>How the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home [ESEA Section 1116]?</p>	<p>various best known practices that are linked to learning. Below you will find the delineated program and coordination for each school-based program.</p>
Program	Coordination
Supplemental Academic Instruction (SIA)	Teachers will volunteer their time to tutor students as needed during school.
Pre-K Varying Exceptionalities ESE -IDEA	The school will work with ESE and paraprofessionals to provide support for students mainstreamed in regular classes. Meetings will be held to discuss student needs and review IEPs.
Education/Title I	Employment opportunities, accepting employment, communicating on the job, maintaining professionalism, adapting and coping with change, problem solving and decision making, maintaining a safe and healthy work environment, demonstrating 21 st century skills, maintaining interpersonal relationships, and demonstrating leadership and teamwork in order for them to successfully compete in the global job market. Students also receive specialized personal finance instruction.
Student Transition Program/Title I	Positive Pathways will continue to provide weekly support to our transition students and their home school. We will provide continuous monitoring, documenting, and reporting progress or lack thereof as long as the home school continues to provide us feedback on those students. We will assist in identifying areas that require improvement and make recommendations as necessary to assist in student success. This will be done using PLC outcomes and data monitoring of students.
Title II	The school will continue to work on informing parents of Florida Standards.
Title III	The school will continue to assist ELL students through Imagine Learning and Rosetta Stone to support their oral language development.
Housing Programs/Title X	McKinney Vento Program provides support to our homeless students. The district provides professional development regarding the Homeless program. Information is disseminated to our school through the counselor and Title I program. Programs are implemented to help identify student needs and to provide information and assistance with the highest degree of confidentiality. The district also provides programs for family planning under Title X provisions including counseling, education and support to students and their families.

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Annual Parent Meeting

<p>4. Does the plan include: A description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program?</p> <p>A description of the nature of the Title I Program that is shared with parents (schoolwide or targeted assistance)?</p> <p>A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting?</p>	<p>Positive Pathways Transition Center will host an annual Title I meeting to inform parents and families of children participating in Title I program at the beginning of the school year. We will host a single meeting to educate parents via the following methods:</p> <ul style="list-style-type: none">• Annual Yearly Progress (AYP) via PowerPoint Presentation and handouts• School Choice via district handouts and policies• The rights of parents via brochure and other resources <p>Parents and families are informed of the nature of the Title I program by the following statement:</p> <p>Title I schools receive services from the largest federal aid to education program in existence. Title I has been in existence since 1965 and continues to level the academic playing field for children victimized by poverty. Title I funds provide services and educational programs to help students achieve. Title I/Migrant Programs administer in excess of \$500 million in federal funds to school districts and agencies in Florida for high quality supplemental instruction and support services for educationally disadvantaged children. Our mission is to provide leadership and technical assistance to local education agencies (LEAs) and local operating agencies (LOAs) to implement programs and services that ensure that all children 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. We provide service to local school districts, agencies, private schools and local neglected and delinquent institutions for Title I, Migrant, and Homeless Programs.</p> <p>For more information please visit the Florida Department of Education, Office of Title I Programs and Academic Intervention Services at http://www.fldoe.org/bsa/title1/title_compile.asp and our district's Title I website at https://www.ocps.net/departments/title_1.</p> <p>Below are the specific steps that Positive Pathways Transition Center will take to conduct the Title I Annual Meeting.</p>		
Activity/ Task	Person Responsible	Timeline	Evidence of Effectiveness
Create Title I Meeting Flyer	Title I Coordinator	August 28, 2018	Copy of notice with date of dissemination
Creation of Sign-in Sheets	Title I Coordinator	August 29, 2018	Completed sign-in sheets

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Develop Agenda and handouts	Title I Coordinator	August 30, 2018	Copy of Agenda and handouts
Distribute Title I Meeting Flyers	Title I Coordinator	August 31, 2018	Parent Participation
Creation of Title I PowerPoint	Title I Coordinator	September 1, 2018	Copy of PowerPoint
Annual Title I Meeting	Title I Coordinator	September 5, 2018	Copies of Agenda and handouts
Maintain Documentation	Title I Coordinator	October 2018-2019	Copies of all documents

Flexible Parent Meetings

<p>5. Does the plan include: How will the school offer a flexible number of meetings, such as meeting in the morning or evening?</p> <p>How will the school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement [ESEA Section 1116]?</p>	<p>Positive Pathways is a countywide school and operates on a schedule which is different from other school within the district. We always attempt to be as flexible as possible with parents. Due to the vast majority of our students arriving and departing via district transportation, we do not offer any before or after school activities. However, we provide coverage for teachers during school hours to accommodate the needs and barriers of parents. Funds will be used to hold bi-weekly meetings at flexible times before and after school hours to educate parents regarding how to provide academic support to their children.</p>
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Building Capacity

<p>6. Does the plan include: How the school will implement activities that will build the capacity for meaningful parent/family involvement?</p> <p>How will the school implement activities that will build relationships with the community to improve student achievement?</p>	<p>Positive Pathways Transition Center takes pride in building the capacity of all key stakeholders who play a vital role in the academic success of our students. We provide both internal and external workshops and activities that strengthen these relationships throughout the school year. Our doors are open to the community through the implementation of activities that community members and organizations can volunteer to support through our Partners In Education (PIE) coordinators as well as our ADDitions coordinators.</p> <p>Below are the specific steps that we will take to build capacity for meaningful parent and family engagement.</p>
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<p>How the school will provide material and training to assist parents/families to work with their child(ren)?</p> <p>How the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116]?</p>				
Activity/ Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Annual Meeting	Title I Coordinator with Principal	Parents will be provided with brochures, Student code of Conduct, & Handbook	September 5 th 2018	Sign-in sheets, agenda, handouts
Report Card pick-up day	Academic Dean	Increased parental involvement – teachers will conduct individual conferences to discuss student test results, expectations, progress toward benchmarks, and individual needs	October 2018, January 2019, March 2019	Sign in sheets/ Parental Evaluation/Feedback
Parent/Child Orientation	Dean/Guidance	Students and parents are provided a handbook and various fliers about agencies to assist them as needed	Weekly on Mondays and Tuesdays	Sign-in sheets, PowerPoint, handouts
Open House	Instructional Staff	Teachers will introduce classroom	September	Sign-in sheets, agenda, parent

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		expectations, routines, and establish rapport		newsletters, handouts
Website, parent newsletters, email communication	Principal, Assistant Principal	Parents and students will have access to information about school events/activities	Ongoing	Website resources, survey feedback, copies of newsletters/emails
Regularly scheduled SAC/PTA/PLC meetings	Principal	Parents will actively participate in decision-making process for school	Ongoing	Meeting minutes
Connect Orange Messages	Principal, Assistant Principal	Increased parental awareness of school events and participation	Ongoing	Copies of message on file

Staff Development

<p>7. Does the plan include: A description of the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff: - with the assistance of parents/families, in the value and utility of contributions of parents/families? - in how to reach out to, communicate with, and work with parents/families as equal partners? - in implementing and coordinating parent/family programs, and in building ties between</p>	<p>Positive Pathways Transition Center strives to build the capacity of all school staff. Throughout the year, various professional development activities are provided to educate the teachers, specialized instructional support personnel, administrators, other school leaders and other staff to build capacity in parent and family engagement.</p> <p>Below are the specific activities and tasks that our school will implement to build capacity for meaningful parent and family engagement.</p>
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parents/families and the school [ESEA Section 1116]?				
Activity/ Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Parent and Family Engagement Professional Development Module 1 - Building Strong Partnerships with Parents and Families	Title I coordinator	Improved school staff resources to create a welcoming school environment, understand and value the importance of parent and family engagement, and maintain strong school to home partnerships	October 2018	Sign-in sheets, exit slips
Parent and Family Engagement Professional Development Module 2: Building Ties Between Home and School	Title I coordinator	Improved ability of staff to work with parents and families	January 2019	Sign-in sheets exit slips
Parent and Family Engagement Professional Development Module 3: Implementation and Coordination of Parent and Family Engagement Programs	Title I coordinator	Increased parent and family participation in school activities which support student achievement	March 2019	Sign-in sheets exit slips
Parent and Family Engagement Professional Development Module 4: Communicating and Working with Parents as Equal Partners	Title I coordinator	Improved relationship communication and collaboration between parents and school	May 2019	Sign-in sheets exit slips

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Other Activities

<p>8. Does the plan include: How other activities, such as the parent resource center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren) [ESEA Section 1116]?</p>	<p>Positive Pathways Transition Center will use various school resources to assist parents and families with their needs. The following are some of the school resources available to parents and families:</p> <ul style="list-style-type: none"> • The ESE and Guidance office have a resource center that includes information about but not limited to the following <ul style="list-style-type: none"> ○ Homeless Education ○ Retention ○ Counseling Services ○ Exceptional Education Services ○ Behavioral Support services ○ Other resources outside of the school • The Media Center offers computer access to allow students and parent's access to district applications and other materials during extended hours weekly. • District Parent Academy and Virtual Academy events offered throughout the year. 		
Activity/ Task	Person Responsible	Timeline	Evidence of Effectiveness
Resource Center	Guidance Counselor, ESE Contact	Ongoing	Sign-in sheets
Quarterly Celebrations of student success	Administration, Deans	Ongoing	Student list, pictures
Friday Celebrations – Students of the Week	Administration, Deans	Ongoing	Student list, pictures
Resource Desk in front office for parents to have access to all OCPS internet accessible information and Advanced Ed Surveys	Administration, Deans	Ongoing	Advanced Ed Surveys, Pictures
Parent Academy	District Personnel	September 15, 2018-A Balanced Beginning. November 3, 2018- Parents as Partners. January 12, 2019-New Year-New You: Health	Sign-In Sheets

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		Choices for School and Home. March 9, 2019-Do Your Best On the Test. May 4, 2019-Digital Messages for 21 st Century Learners.	
Virtual Academy	District Personnel	October 4, 2018-Beyond the Classroom. December 6, 2018-With Math We Can. February 7, 2019-STEM Works! Interactive and Fun Adventures. April 4, 2019-Digital Messages for 21 st Century Learners.	Sign-In Sheets

Communication

<p>9. Does the plan include: How the school will provide timely information about the Title I programs?</p> <p>How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?</p> <p>How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)/</p>	<p>Positive Pathways Transition Center will maintain timely communication about Title I programs through the following:</p> <ul style="list-style-type: none"> • Hosting the Title I Annual Meeting • Conducting weekly New Student/Parent Orientation for parents new to the school to cover Title I programs. <p>Teachers and other staff members will support parents' understanding of curriculum, forms and assessments used to measure progress and expected achievement through the following:</p> <ul style="list-style-type: none"> • School Compact • Parent Conferences • Progress Book • Connect Orange Messages • Other school communication methods <p>Parents will be included in the formulation of suggestions and decision making through the following:</p> <ul style="list-style-type: none"> • One-on-one meetings with teachers, administrators, and/or support personnel • Parent Surveys • Participation in SAC to review the School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEP), and School Compact
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How the school will submit parents/families comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116]?	If the school-wide plan is not satisfactory to parents, feedback will be presented at the SAC meeting for discussion, review, and needed updates.
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Accessibility

<p>10. Does the plan include:</p> <p>A description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families?</p> <p>A description of how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand?</p>	<p>The faculty and staff of Positive Pathways are culturally aware of the needs of the students from different ethnic and diverse backgrounds. To meet the needs of each individual student, we enlist the assistance of staff members from our school to assist us with translating, interpreting, and assisting us with interacting with parents. Parents are informed in their native language, whenever possible, about school activities with the use of visuals to provide examples/illustrations. To meet the needs of our parents with disabilities, materials will be provided in large print, using technology supports such as Smart Board, audio enhancements, and clarifying language. Additionally, for migratory children, our main focus is the continuity of school studies by using our self-paced accredited online high school courses with Apex. Parents are informed of all the benefits associated with this opportunity. Positive Pathways Transition Center is wheelchair accessible for all parents/guardians. We are willing to accommodate any parental specific need.</p> <p>If the school-wide plan is not satisfactory to parents, feedback will be presented at the SAC meeting for discussion, review, and needed updates.</p>
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Discretionary Activities

<p>11. Does the plan include:</p> <p>Any activities that are not required, but will be paid for through Title I, Part A funding (for example: home visits, transportation for meetings, activities related to parent/family engagement, etc.)</p>	<p>Positive Pathways Transition Center will utilize Title I, Part A funding for additional activities to support student achievement. Although not required, these activities support student achievement.</p> <p>Below are additional activities and tasks that we will implement that are funded by Title I, Part A.</p>			
Activity/ Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness

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Provide training opportunities to parents to enhance the engagement of other parents	Principal; instructional staff	Increase the engagement of parents and their knowledge of student's level of performance and needs in the classroom	Ongoing	Sign-in sheets, parent program survey
Maximizing parent engagement and participation in their children's education by arranging school meetings at a variety of times, or conducting phone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school	Principal; Assistant principal; CRT	Increase the engagement of parents and their knowledge of student's level of performance and needs in the classroom	Ongoing	Sign-in sheets, Parent program survey
Developing appropriate roles for community based organizations and businesses, including faith based organizations, in parental involvement activities	Title I contact and parental involvement contact	Increased student achievement and parental involvement	Ongoing	Sign-in sheets, meeting notes

Barriers

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12. Does the plan include: A description of the barriers that hindered participation by parents during the previous school year? A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children [ESEA Section 1116])?	Positive Pathways Transition Center, after reviewing the Parent and Family Engagement Plan and accompanying feedback from previous years, acknowledges the existence of the following barriers to parent and family engagement: <ul style="list-style-type: none"> • Transportation • Language • Education • Economically disadvantaged Below are the specific steps that we will take to address barriers that existed last year.
Barriers (Including the Specific Subgroup)	Steps the School will Take to Overcome
Language barrier (ELL)	Provide Spanish and sign language translation as needed.
Education barrier (FRL, SWD, ELL)	Open House – preview of the grade level expectations for the year. Explain education terminology in a way that all are able to understand (i.e. Instead of just using the words fluency, fact family, etc.) we will accompany these terms with a definition and model strategies accordingly.
Economically disadvantaged (FRL)	Provide free breakfast and lunch to all students, clothes closet where students can borrow required dress clothes for our dress code.

School-Parent Compact

13. Does the plan include: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served	Provide a scanned copy with this document of the School-Parent Compact and evidence of parent input in the development of the compact.
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under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement?	
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Adoption

The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidence by

This policy/plan was adopted by the school on and will be in effect for the period of .

The School will distribute this policy to all parents of participating Title I, Part A children on or before .

Signature of Authorized Personnel	
Date	

Provide evidence that this policy/plan has been developed with the input from parents based on the review of the previous school years Parent and Family Engagement Plan if applicable.

The following documents can be submitted as evidence:

- ☐ Parent survey of previous year's events and activities
- ☐ Any SAC and PTA artifacts where Title I/PFE topics were on the agenda
- ☐ Parent Feedback Summary of PFEP Evaluation
- ☐ Parent and Family Engagement Activities Tracking Form

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