



**Orange County  
Public Schools**

## **TITLE I FEDERAL PROGRAMS**

### **PARENT AND FAMILY ENGAGEMENT POLICY/PLAN**

**Dr. Barbara Jenkins, Superintendent**

**Dr. Kathryn Shuler, Chief Academic Officer**

**Kim Gilbert, Director**

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**Shauana Hughes-Sims, Program Specialist**

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**2018–2019  
TITLE I DISTRICT**

**PARENT AND FAMILY ENGAGEMENT PLAN****2018-19**

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 Local Education Agency (LEA) commits to the following:

- The LEA will conduct outreach to all parents and family members and implement programs, activities, and procedures for the engagement of parents and family members in all of its schools with the Title I, Part A programs consistent with Section 1116 of ESSA. Such programs, activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [ESSA, Section 1116(a)]
- The LEA will work with its schools to ensure that the required school-level parent and family engagement policy is developed under Section 1116(b) of ESSA. The LEA will also work with its schools served under this part to develop a school-parent compact that outlines how parents, the entire staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children meet the State's challenging academic standards. [ESSA, Section 1116(d)]
- The LEA will incorporate this LEA-wide parent and family engagement policy into its LEA plan developed under ESSA, Section 1116.
- In carrying out the Title I, Part A parent and family engagement 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 in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand. [ESSA, Section 1116f]
- If the LEA Plan for Title I, Part A developed under ESSA Section 1116(b)(4) is not satisfactory to the parents of the participating children, the LEA will include any comments with the plan when the LEA submits the plan to FDOE.
- The LEA will involve parents and family members of children receiving services under this part in the decisions regarding how funds reserved are allotted for parent and family engagement activities, and will ensure that not less than 90 percent of the funds reserved under this part shall be distributed to schools with the priority given to high-needs schools. [ESSA, Section 1116(1)(3)]
- The LEA will be governed by the statutory definition of "parent and family engagement" as defined in ESSA Section 8101, and expects that its Title I, Part A schools will carry out programs, activities and procedures in accordance with this definition.
- The LEA will use funds reserved under this part to carry out activities and strategies consistent with the parent and family engagement policy as outlined in ESSA Section 1116(a)(3).

  
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.)

2.28.2019

Date Signed



### MISSION STATEMENT

Parent and Family Engagement Mission Statement

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

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### ENGAGEMENT OF PARENTS

Describe the actions the Local Education Agency (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) 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 parents from Title I, Part A schools and community representatives. To ensure a fair and balanced council, the district strives to align with parameters used to establish a School Advisory Council. Federal Programs Director and Parent and Family Engagement team serve as facilitators of this group. The Parent and Family Engagement and Title I Compliance teams effectively share responsibility with 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 to parents and families that 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, Part A schools, are involved in making decisions regarding how the one percent of Title I, Part A funds reserved for parent and family engagement are 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 Federal Programs Director and Budget team, along with other Federal Program 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, Part A schools and the district is discussed, analyzed, processed and documented.

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The Parent Engagement District Advisory Council provides input in the development of 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, Part A schools. The Office of Research, Accountability and Grants, and Federal Programs department, provide training and guidance to Title I, Part A schools to engage parents and families in the school improvement process. The Federal Programs department, which includes the Parent and Family Engagement team, and Parent and Community Engagement team, provide training and strategies to engage parents and families in all aspects of the school and their child's education.

The Federal Programs Director and staff consult with teachers, 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 Federal Programs 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 Federal Programs department and Title I, Part A schools are in collaboration with parents and the community. This partnership serves to establish programs, activities, and best practices that will enhance the engagement of parents and families to reflect the needs of parents, students, and schools. The Federal Programs department makes certain the development of such programs and activities promote student achievement, provide for continuous improvement of programs, and involves developing parents as leaders and equal partners in their child's education.

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## 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 the planning and implementation of effective parental 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 CFR200.21(c and d)]. Include information on how the LEA will provide other reasonable support for parental engagement activities under Section 1116 as parents may request [Section 1116(e)(14)].

**Response:** Planning and Implementation Process Ongoing - August – June

Title I Compliance Specialists and the Parent and Family Engagement team, meet with Title I, Part A schools to conduct training and provide technical assistance on how to write and implement effective Parent and Family Engagement Plans and Parent-School Compacts yearly in March. Technical assistance is also provided throughout the year to assist schools in selecting appropriate, research-based parent and family engagement 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). Parent and Family Engagement team members conduct 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 provides ongoing professional development to PELs and school administrators during the three-



day Parent and Family Engagement Summer Summit, and throughout the year in five face-to-face Learning Labs and onsite visits. These professional development sessions are designed to build the capacity of PELs and school administrators. Specifically, administration, school staff and PELs will ensure that each parent and family activity at the school level is linked to learning in alignment with the Five Process Conditions of the Dual Capacity-Building Framework for Family-School Partnerships. The Five Process Conditions for planning parent and family engagement activities are proven by research to support the capacity building of parents and families to improve the academic success of their child(ren).

The Parent and Community Engagement team, Parent and Family Engagement team, and other departments within the district, provide numerous resources for families such as: the Family Engagement Resource Center (FERC), printed materials and other forms of media, online resources, PowerPoint presentations and opportunities to attend conferences and training. Communication with schools occurs daily. Schools are provided support via email, phone, onsite visits, online Canvas courses, and webinars conducted by the Parent and Family Engagement Team. Schools receive updates and ideas through the Parent Engagement Liaisons on their campus, newsletters, and the Federal Programs website. Continuous educational support is provided through the OCPS Parent Academy.

Title I Compliance Specialists review all Title I school Parent and Family Engagement Plans thoroughly and provide 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 Federal Programs 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 to ensure effective training for developing, implementing, monitoring, and evaluating programs and activities that foster engagement of parents and families, students, schools and the community.

Technical Assistance is provided to Title I, Part A schools on an ongoing basis to help them with the requirements of Section 1118. The Federal Programs department engages in the process of supporting and monitoring schools from August through June, a cyclical process. The Federal Programs 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 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 to parent and family engagement, designing a plan with the assistance of parents to write school Parent and Family Engagement Policies/Plans, and review and update the Parent-School Compact.

Title I Compliance Specialists are responsible for monitoring school-based parent and family engagement programs. This is accomplished by each school providing the Federal Programs department with a Parent Engagement Activity Tracking Form. Each form provides a description of the activities executed, the number of participants, and certifies the use of Math, ELA, ESE, and ELL strategies for curriculum-related activities. For the 2018-2019 school year, the Federal Programs department will continue a digital system for documentation. Additionally, the Parent and Community Engagement team will track OCPS Parent Academy and OCPS Virtual Academy event registration and participation through internal data collection systems for attendance. The Parent and Family Engagement Team will track parent workshops that are linked to learning through internal data collection systems.



Onsite visits are conducted by the Federal Programs department to ensure that effective parent and family engagement activities are being implemented. The Federal Programs department assists schools in need of support, upon request and as needed, throughout the year. The Federal Programs Director and other members of the Federal Programs department visit with schools to support the implementation of programs. The district designs and models district-level modules 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	Collaborative effort between Title I and the 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 OCPS Parent Academy	Collaborative effort between Title I and the other district departments to build parent capacity 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	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/PAFE team	Collaborate to share strategies and best practices about parent and family engagement in the creation and delivery of parent activities and workshops.
5	Title I/Title X Homeless Education/ PAFE team	Partnership supports the funding of homeless education liaisons that have direct contact with parents. Collaborate to share strategies and best practices about parent and family engagement in the creation and delivery of parent activities and workshops.
6	Title I Federal Programs/Title II/ Parent and Community Engagement and Parent and Family Engagement Teams	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, OCPS Parent Academy, Parent and Family Engagement Team and Curriculum Services 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 and Parent and Family Engagement Teams	In an effort to meet the needs of OCPS' diverse families; coordination, collaboration and consultation for the effective communication are provided by translators, printed translations and translation devices. District Multilingual Parent Liaisons and school-based Parent Engagement Liaisons receive training in support of parent and families in research-based engagement activities. Support and workshops are then provided to parents to help their child with skills to promote academic achievement in languages that best meet their needs.
9	School Improvement Funds, 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, Part A 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 and digital copies are housed at Title I, Part A schools, at the district 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. 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. Printed and digital copies are available.



### 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. The plan should demonstrate a partnership among the school, the parents and the community to improve student academic achievement [Sections 1116(a)(2)(C), 1116(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	Council comprised of parents, community members and district Title I staff to provide input and feedback regarding PFE practices with the district. This includes initiatives, how the Title I PFE budget will be spent, and creation and evaluation of District PFEP	Enhanced parent and family engagement to support increased academic performance.	November - May	PEDAC Meeting Minutes; PEDAC effectiveness survey - distributed to each Council member following each PEDAC meeting – results collected and reviewed by district PFE team following each meeting
2	Provide schools with research-based materials for Family Engagement Resource Centers, parent training and parent resources	Federal Programs Department, Parent and Family Engagement and Parent and Community Engagement Team	Enhanced Parent Engagement to Support Measureable Impact on Student Achievement.	July – May	Parent Workshop Survey – after workshops, parents complete a survey. Results collected by Parent Engagement Liaisons and reviewed by PELs and PFE team quarterly
3	Develop partnerships with schools and community based organizations	Federal Programs Department, Parent and Family Engagement Team, Parent and Community Engagement Team, school-based Parent Engagement Liaisons	Enhanced Parent Engagement through School and Community Connection.	July - June	Partnership Log, Activities – Collected and reviewed by PFE and PACE teams and Parent Engagement Liaisons after each partnership event
4	Develop and Implement School-Based Parent and Family Engagement Plans (PFEP)	Title I Compliance Specialists and Parent and Family Engagement Team	To support school-based Parent Engagement Liaisons, staff and admin with technical assistance, dissemination, creation, and implementation of PFEP.	July - June	PFEP and PFEP Evaluation – Parents and schools partner to create PFEP (March-June), parents evaluate PFEP (March-May). Documents collected and reviewed by Title I Compliance Specialists



5	Capacity-Building workshops and Resources for Staff, Parents and Families	Title I Schools, Migrant and McKinney-Vento Team, Title I Compliance Specialists, Parent and Family Engagement, Parent and Community Engagement Teams, school-based Parent Engagement Liaisons, and community partners	Support effective parent and family engagement to increase student achievement.	July - June	Surveys, Flyers, Sign-in sheets, Agendas – for each event these are produced, collected, and reviewed by individual(s) hosting workshop. Title I Compliance Team and PFE Team also review quarterly
6	Parent and Family Engagement Resources – Celebrate Month of the Family	Parent and Family Engagement Team and Parent and Community Engagement Team	To increase awareness of parent and family engagement by informing parents, families, and staff of PFE activities and strategies.	November	Events, Advertisements, District School Board Resolution, Engagement Opportunities for Parents and Families – collected by Parent Engagement Liaisons, reviewed by PFE Team after November, exit slips
7	Title I Annual Evaluation Meeting	Title I Compliance Specialists and Parent and Family Engagement team	To evaluate the current year's PFEP and Compact and create drafts in collaboration with parents and families for upcoming school year using information collected in parent evaluations of the documents.	April - May	Sign-in sheets, agendas, meeting minutes, Compact/PFEP evaluations, Compact/PFEP drafts – submitted by Title I schools in May, reviewed by Title I Compliance Specialists (May-June), exit slips
8	Title I Annual Meeting Training and Resources	Federal Programs department and Title I Compliance Specialists with school-based Title I documentation contacts	To build capacity in parents and families with greater understanding of ESSA, Title I, and student achievement.	August - November	Agenda, Meeting Minutes, Flyer, Sign-in Sheet- collected by each school, reviewed by Title I Compliance Specialists in February, exit slips
9	OCPS Parent Academy and Virtual Parent Academy	Coordinated and hosted by Federal Programs Department and Parent Academy Community Engagement (PACE) team in collaboration with Multilingual Services, school-based Parent Engagement Liaisons, school staff and district departments	To provide engaging parent workshops and educational resources to support parents and students academically and socially at home.	September - May	Registration/Attendance Data and Parent Surveys – collected and reviewed by PACE team following each event



## 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 1116 (e)(3)].

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Staff Capacity-Building Sessions for Parent and Family Engagement	Parent and Family Engagement Team and Title I Compliance Specialists for district and school staff	To build greater staff appreciation and value for parent and family contributions, leading to improved relationships and communication with parents and families.	July - May	Agenda, Sign-in Sheets, Session Evaluation– collected and reviewed by presenters following each presentation, surveys
2	Title I Annual Meeting Training/Resources	Title I Compliance Specialists for Title I Compliance Contacts	Build capacity for parents and staff for greater understanding of ESSA, Title I purpose and requirements.	August - November	Agenda, Sign-in Sheets, Session Evaluation– collected and reviewed by presenters following each presentation, surveys
3	Professional Development Sessions / Coaching, Mentoring for Parent Engagement Liaisons and Title I Parent and Family Engagement Compliance Contacts	Parent and Family Engagement Team and Title I Compliance Specialists	To increase staff knowledge and school-wide implementation of effective parent and family engagement strategies to support student achievement.	July - June	Surveys, Sign-in Sheets, Coaching Logs, Implementation of Effective Parent and Family Engagement Strategies – collected following PD, coaching/mentoring sessions reviewed by Parent and Family Engagement Team (monthly) and Title I Compliance Specialists (three times/year)
4	Parent and Family Engagement Professional Development Modules	Parent and Family Engagement Team and Title I Compliance Specialists for Title I Parent and Family Engagement Compliance Contacts and school-based Parent Engagement Liaisons	School-based staff professional development which include: effective communication with parents, home visits, building strong ties between home and school and research based strategies to work with families.	Sept. - May	Exit Slips, Sign-in Sheets – collected and reviewed quarterly by Parent and Family Engagement Team, Title I Compliance Specialists, Title I Parent and Family Engagement Compliance Contacts and school-based Parent Engagement Liaisons following each module



5	Coaching of Coaches Professional Development for District Parent and Family Engagement Team	Scholastic Education (FACE)	To build capacity in district Parent and Family Engagement Team.	Ongoing - May	Sign in sheets, agendas, resources to support parent and family engagement – collected and reviewed by Parent and Family Engagement team following each session, training blue forms
6	Professional Development Sessions for School- and District-Based Administrators	Parent and Family Engagement Team in collaboration with Scholastic Education (FACE)	To increase student achievement by building capacity of school and district administrators for successful implementation of PFE best practices.	July - June	Sign in sheets, agendas, surveys, meeting notes – collected and reviewed by PFE team following each PD session, meeting notes reviewed monthly, training blue forms
7	Guidance on Effective Parent and Family Engagement Resources / Creating Parent Resource Areas	Parent and Family Engagement Team and Parent and Community Engagement Team to school administrators and school staff	To increase student achievement by providing resources for parents and families that support academic achievement.	August - July	Record of resources provided to parents, parent survey, parent input on resource area development – collected by school staff and reviewed by Parent and Family Engagement and Parent and Community Engagement teams

## COMMUNICATION AND ACCESSIBILITY

Describe how the LEA will provide full opportunities for participation in parental 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 and ConnectEd phone communication, to the extent possible, 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. Language Line is accessible and available to all families which provides a live interpreter for the preferred language of the parent. The Federal

Programs department and the OCPS Parent Academy work diligently with Multilingual Student Education Services, 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 Federal Programs department, OCPS Parent Academy, and Parent and Family Engagement team collaborate with all groups to ensure equitable treatment.



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

LEA district administrators, executive directors, school-based administrators and leadership teams, Federal Programs department, Parent and Community Engagement Team, Parent and Family Engagement team, school-based Parent Engagement Liaisons, and district departments for Multilingual Student Education Services, Migrant Education and Special Education Services work together to ensure that parents of all students in Title I, Part A schools, as well as all district schools, receive 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	Anticipated Impact on Student Achievement	Person Responsible	Evidence of Effectiveness	Timeline
1	Engaging parents and community members in the development of staff training and PFEP implementation	Feedback gathered from Parent Engagement Advisory Council members	Parent and family engagement team	Sign-in sheets, agendas, meeting minutes – collected and reviewed by Parent and Family Engagement team following each PEDAC meeting, exit slips	August – May
2	Provide literacy training for parents from Title I, Part A schools	Literacy training for parents from Title I, Part A funds, will be provided if the school LEA has exhausted all other resources. To build capacity in parents and families of literacy strategies for student achievement	School-based Parent Engagement Liaisons, Parent and Family Engagement Administrators/PACE (Parent Academy Community Engagement) Team Administrator and Liaisons	Increased student achievement through parent engagement. Sign-in sheets, agendas, workshop survey – collected and reviewed by Parent and Family Engagement team following each training	August – May
3	Training parents to enhance the engagement of other parents	Training parents to enhance the engagement of other parents. Dual capacity building – Karen Mapp	Title I Schools, Parent and Family Engagement Team, Parent and Community Engagement Team, school-based Parent Engagement Liaisons	Effective PE activities that promote student achievement. Sign-in sheets, agendas, training survey – collected and reviewed by training facilitator(s) following each session	August – May



4	Arranging school meetings at a variety of times, or conducting conferences at an alternate location	To ensure all parents are engaged and can participate in school meetings at a variety of times or conduct individual conferences upon request	Parent Engagement Liaison, School Staff	Increased Student Achievement and School Academics	August – May
5	Adopting and implementing model approaches to improving parent and family engagement	OCPS will adopt and implement model approaches to improving parental engagement	Title I Department/ Parent and Family Engagement Administrators/PACE (Parent Academy Community Engagement) Team Administrator and Liaisons	Increased parent and family engagement planning, review and improvement	August – May
6	Establishing a district-wide parent advisory council to provide advice on all matters related to parental engagement in Title I, Part A Programs	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	Federal Programs Department, Parent and Family Engagement Team, Parent and Community Engagement Team, Title I schools, and school-based Parent Engagement Liaisons (Community Engagement) Team Administrator and Liaisons	Help implement and develop parent and family engagement policies to strengthen partnerships among schools.	August - September
7	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations	Federal Programs Director, Parent and Family Engagement Team, Parent and Community Engagement Team, and ADDitions and Partners in Education (PIE) district-based coordinators in support of Title I Schools, ADDitions and PIE school-based coordinators and Parent Engagement Liaisons	Improved home-school communication	August - November



Orange County Public Schools, 445 West Amelia Street, P.O. Box 271, Orlando, Florida 32801

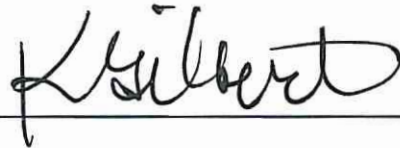
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407.317-3332 (Fax)

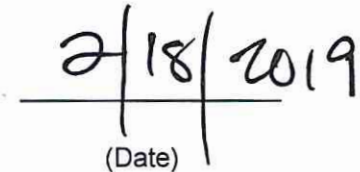
**2018-19 LEA Parent and Family Engagement Policy/Plan Adoption Page**

**Orange County Public Schools:**

This policy was adopted by the LEA on 7/01/2018 and will be in effect for the period of one year through 6/30/2019. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before 03/01/2019.



Signature of Title I Director or Authorized Representative



(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)





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