



Orange County
Public Schools

TITLE I FEDERAL PROGRAMS

PARENTAL INVOLVEMENT POLICY/PLAN

Dr. Barbara Jenkins, Superintendent

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District Title I School Improvement Team

**2016–2017
TITLE I DISTRICT**

PARENTAL INVOLVEMENT PLAN
2016-17

I, Dr. Barbara Jenkins, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

The LEA commits to the following:

- Reserve at least one percent of the LEA's Title I, Part A allocation for parental involvement activities, defined in section 9101(32), as required by section 1118(a)(3)(A).
- Involve the parents of students receiving services under Title I, Part A in the decisions regarding how the reserved funds are allotted for parental involvement activities, as required by section 1118(a)(3)(B).
- Distribute at least 95 percent of the reserved funds to schools served under Title I, Part A, as required by section 1118(a)(3)(C).
- Plan and implement, with meaningful consultation with parents of participating students, programs, activities, and procedures to involve parents in schools receiving Title I, Part A funds, as required by section 1118(a)(1).
- Develop jointly with, agree on with, and distribute to, parents of participating students a written LEA-level parental involvement policy, which includes, as a component, how the LEA will build school and parent capacity for strong parental involvement as described in section 1118(e), that is subsequently incorporated into the LEA plan developed under section 1112, as required by section 1118(a)(2).
- Provide, to the extent practicable, full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children in carrying out the parental involvement requirements of Title I, Part A, as required by section 1118(f).
- Work in consultation with schools as they develop and implement school-level parental involvement policies that meet the requirements of section 1118(b)-(f), which include, as a component, school-parent compacts consistent with section 1118(d), as required by section 1112(c)(1)(H).
- Ensure schools receiving Title I, Part A funds notify parents of the school-level parental involvement policies, make the policies available to the local community, and periodically update the policy to meet the changing needs of parents and the schools, as required by section 1118(b)(1).



Signature of Superintendent or Designee

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

9/26/16

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 and community representatives from Title I schools from each Learning Community. 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 staff serve as facilitators of this group. The district parental involvement coordinators effectively share responsibility with the council members to provide trainings, arrange meetings, provide explanations for the requirements of Section 1118 of the Elementary and Secondary 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 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 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 118 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 are provided to participating private schools. The Title I Budget Manager, Title I Director and other Title I Department members work closely with school teams to ensure the correct allocation of funds and the monitoring of fund expenditures.

Monitoring for implementation of the LEA's Parental Involvement Policy/Plan and School Parental Involvement Policies/Plans is meticulously documented using multiple means of data collection, including parent interviews, copious minutes, survey instruments, evaluative tools, digital compliance documentation 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, Title I schools and the district is discussed, analyzed, processed and documented. As required by Section 1112 of the ESEA, 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, School Transformation Office, and Title I Department provide training sessions and guidance to Title I, Part A schools to engage parents in the school improvement process. The Title I Department, OCPS Parent Academy and the Community Resource administrators provide training sessions 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 that stakeholders are equally involved in the collaboration and decision making process as required by No Child Left Behind, Section 1118: Parental Involvement. In meaningful and active consultation, as partners, the Title I Department provides technical assistance to schools in writing the Parental Involvement Plan, implementing programs and activities, and understanding the correlation between the Parental Involvement Plan and the School Improvement Plan to make certain requirements are met.

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 promotes student achievement, provides for continuous improvement of programs, and involves developing parents as leaders and equal partners.

TECHNICAL ASSISTANCE

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in the planning and implementation of 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: Planning and Implementation Process Ongoing - August – June

The Title I Department meets with each Title I, Part A schools three times a year to conduct training sessions and provides technical assistance on how to write and implement effective Parental Involvement Plans and Compacts. Technical assistance is also provided throughout the year to assist schools in selecting appropriate, research based activities and how to fulfill the requirements of No Child Left Behind (NCLB) Section 1118 of the Elementary and Secondary Education Act (ESEA). Additional training sessions to support student achievement and the six areas of parental involvement are also provided for interested schools. The Department and Parent Academy have many resources such as: Parent Resource Centers, printed materials and other forms of media for schools and parents, online resources, PowerPoint presentations and opportunities to attend conferences and training sessions. Communication with schools happens 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, as well as the Title I and OCPS Parent Academy websites. The Title I Department provides additional resources via the Title I collaboration site, as needed onsite visits, small group visits for Title I, Part A Schools and visits upon request. 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 OCPS Parent Academy.

The Title I Department reviews all Title I School Parental Involvement Plans thoroughly and provides feedback and support to individual schools and groups to: ensure the inclusion of 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 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 that ensures effective training for developing, implementing, monitoring, and evaluating programs and activities that foster the involvement of parents, students, schools and the community.

The Title I Department engages in the process of supporting and monitoring schools from August through June, a cyclical process. Technical Assistance is provided to Title I schools on an ongoing basis to help them with the requirements of Section 1118 of NCLB. The Title I Department and the Florida Department of Education provide technical assistance to the Parental Involvement District Advisory Council and Title I, Part A schools for the review and updating of school and District Parental Involvement Policies/Plans. The planning and training for Title I, Part A schools and parent representatives from the schools are conducted in April through May of the preceding year. Schools submit 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 Policies/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 with their Parental Involvement Activities Tracking Form, which lists and provides a description of activities executed and the number of participants. For the 2016-17 school year, the Title I Department will continue a digital 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 and other members of the Title I Department visit with schools to support the implementation of programs. The district designs and implements district level models for 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	Parent Academy	Collaborative effort between Title I and the other District departments to enhance student achievement through the support of community and family involvement that focuses on student achievement, parenting, advocacy, and personal growth.
2	Early Childhood Education/Parent Academy	To secure Pre-Kindergarten programs and resources, Title I combines training and resources for parents and students. The Early Intervention programs are a major focus in Orange County Public Schools. Pre-Kindergarten, Voluntary Pre-Kindergarten, First Start Kindergarten, Head Start, and the Migrant Early Readiness Program are examples of how we extend program services by working together.
3	Title I/ Part C Migrant	Training sessions are available to both parent groups. Collaborated support is provided at PI training sessions.
4	Title I/Title X Homeless Education	Communication & marketing efforts to share professional development and resources, collaboration to effectively serve this population.
5	Title I Federal Programs/Title II/Parent Academy	Coordination and consultation for staff training in effective parent communication is provided in support of schools.
6	Title I, Part A/Curriculum Services/Parent Academy	Promotion of Family Literacy strategies for increased student achievement; 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.
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 Academy	Coordination and consultation for effective communication: translators, printed translation and translation devices.
9	School Improvement funds and Title I, Part A and the Office of Assessment, Research and Accountability	Consultation and coordination to promote effective parental involvement to all families; including parents and children of private schools to provide parenting workshops, classes and training sessions.

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: The Annual Evaluation of the Local Educational Agency's [LEA] Parental Involvement Policy/Plan 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 at 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 four 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, FDOE 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 the LEA Parental Involvement Policy/Plan, the Title I Department works with Title I administrators, school coordinators and parent 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 I 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's 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 a 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 the changes needed in the LEA Parental Involvement Plan/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 FDOE for review. The Annual Evaluation Meeting minutes are uploaded as part of the verification process.

Evaluation results for 2015-16 indicated a need for additional literacy training, transportation to district-wide activities, additional translation services from the Multilingual Department, and sign language services for the disabled during Parent Academy activities.

BUILDING CAPACITY

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

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parental Involvement District Advisory Council	Title I Department	Enhanced Parent Engagement to Support Increased Academic Performance	November - May	Minutes/Evaluation data on effectiveness
2	Provide schools with scientifically based research materials for Parent Resource Centers, parent trainings and parent resources	Title I Department	Enhanced Parent Engagement to Support Measureable Impact on Student Achievement	August – May	Input provided by schools on effectiveness
3	Develop partnerships with schools and community based organizations	District Title I Team/Sr. Administrator Community Resources Parent Academy and Community Engagement Team	Enhanced Parent Engagement through School and Community Connection	Ongoing	Partnership Log/Activities
4	Best Practices for PI, Developing and Implementing PI Plans	Title I Department	Enhanced Parent Engagement to Support Increased Student Achievement	August - May	Flyers, Agenda/Sign In Sheets/Minutes
5	Training Sessions/Resources	PI Coordinators/Title I, Part A Schools, Parent Academy and Community Engagement Team	Increase Parent Knowledge of Available Resources in Support of Student Achievement	August - June	Activity Resources, Surveys, Attendance Sheets

6	Family Involvement Month Activities	Title I Schools	Increased Student Achievement	November	Parent/School/Input Analysis
7	PI Technical Assistance/Multiple Means of Data Collection	Title I Department, Parent Academy	Capacity Building/Increased Student Achievement	Ongoing	Evaluation analysis
8	Reviewing & Supporting the development & Implementation of PI Plans	Title I Director, Title I Department, Title I School Leadership Teams, Parent Academy	Increased Student Achievement/School Performance/Capacity of Parents	Ongoing	Multiple means of data gathering & analysis
9	Connecting Knowledge of Information and Communication Between Students, Families and School Digital Divide	Title I Director, Title I Department, Parent Academy, Information Technology	Enhanced parent engagement through school and community connection	August - May	Input provided by schools on helpfulness
10	Provide students, teachers and parents with strategies to boost math skills	Parent Academy, Title I Schools	Increased Student Achievement in Math	August - May	Evaluation data on effectiveness
11	Extended Media Center Hours	Title I Director, Title I Department, School Administrators	Increased Student Achievement	Ongoing	Sign-In Sheets/Activity Reports
12	Annual Evaluation Meeting	Title I Department	Effective Communication with Intense Focus on Student Achievement	April - May	Sign-In Sheets/Agenda/Minutes
13	Annual Meeting Training and Resources	Title I Department	Build Capacity for Parents and Staff/Greater Understanding of NCLB and Student Achievement	August - September	Agenda/Minutes, Evaluation Tool Analysis
14	Establishing PRCs and Parent Resource Areas	Title I Department, Parent Academy	Increased Parental Involvement	Ongoing	School and Parent Input
15	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
1	Title I Staff Trainings/Train the Trainer for Parental Involvement	Title I Department	Appreciation and value for parent contributions	August - May	Minutes, Evaluation analysis
2	Annual Meeting Training/Resources	Title I Department, Title I Schools and Parent Academy	Build capacity for parents and staff/greater understanding of NCLB while acknowledging the shift to ESSA/Student achievement	Ongoing	Agenda/Minutes, Evaluation tool analysis
3	Parental Involvement Resources	Title I Department/Parent Academy	Increased student achievement by providing resources for students and parents that support academic achievement	Ongoing	Analysis of input provided by parents and schools
4	PI Conferencing & Assistance/Brochure with Tips	Title I Director/Title I Department	Increased student achievement through effective parenting activities	August - May	Evaluation analysis, Input
5	Monthly Calendar & Newsletters	Title I Department/Parent Academy	Effective communication and support/Promote student achievement	August - May	Evaluation tool analysis
6	Establishing PRCs and Parent Areas	Title I Department/Parent Academy	Increased student achievement/Informed parents	Ongoing	Parent input, Survey analysis
7	Value of Parental Involvement – PI Module 1	Title I Department/Title I, Part A Schools	Effective communication/Building capacity with Intense Focus on Student Achievement	Ongoing	Exit Slips
8	Communicating and Working with Parents – PI Module 2	Title I Department/Title I, Part A Schools	Effective Communication/Building Capacity with Intense Focus on student achievement	Ongoing	Exit Slips
9	Implementation and Coordination of Parental Involvement Program – PI Module 3	Title I Department//Title I, Part A Schools	Building Capacity with Intense Focus on student achievement	Ongoing	Exit Slips
10	Building Ties Between Home and School; Cultural Sensitivity – PI Module 4	Title I Department/Title I, Part A Schools	Intense Focus on student achievement with Increased Involvement of Parents	Ongoing	Exit Slips

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: 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, training sessions 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, and other departments to ensure to the extent possible, that parents of children with limited English Proficiency are given information afforded to other parents regarding parental involvement activities.

The Migrant Education Department provides Parental Involvement Activities for Migrant parents; the OCPS Multilingual Services Department provides the same services for Parental Activities. The Title I Department, OCPS Parent Academy, and Community Resources Departments 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, School Parental Involvement Coordinators and district departments for Multilingual Services, Migrant Education and Special Education Programs work together to ensure that parents of all students in Title I, Part A schools, as well as all district schools, receives equal access, opportunities, and treatment to the extent possible and that services are rendered to all parents.

DISCRETIONARY ACTIVITIES

The LEA 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 engagement, communication and knowledge	August – May
2	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];	Literacy training for parents from Title I, Part A funds, will be provided if the school LEA has exhausted all other resources.	Professional Development Services	Increased student achievement through parent engagement	August – May
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	Increased student achievement through parent engagement	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, Parent Academy and Community Engagement Team	Effective PI activities that promote academic achievement through parent engagement	August – May

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, OCPS Parent Academy and Community Engagement Team	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 ,OCPS Parent Academy and Community Engagement Team	Increased PI planning, review and improvement	August – May
7	Establishing a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A Programs [Section 1118(e)(12)];	Establishing a district-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 Engagement Team	Help implement and develop parental engagement policies 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	Title I , Part A; Community Resource Department; OCPS Parent Academy and Community Engagement Team	Improved home-school communication	August - November



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

407-317-3200

407.317-3332 (Fax)

2016-17 LEA Parental Involvement Policy/Plan Adoption Page

Orange County Public Schools:

This policy was adopted by the LEA on 5/20/2016 and will be in effect for the period of one year through 6/30/2017. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before 11/30/2016.

Signature of Title I Director or Authorized Representative

(Date)

Provide evidence that the LEA PIP was developed with the input of parents based on the evaluation of the 2015-16 PIP.

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: ADA Coordinator & Equal Employment Opportunity (EEO) Supervisor: Carianne Reggio; Section 504 Coordinator: Latonia Green; Title IX Coordinator: James Larsen . (407.317.3200)



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