

DAWSON COUNTY SCHOOLS

TITLE I PARENT & FAMILY ENGAGEMENT PLAN

28 Main Street Dawsonville, GA 30534 * 706-265-3246 * www.dawsoncountyschools.org



WHAT IS PARENT & FAMILY ENGAGEMENT?



The Dawson County School System affirms the right of parents of children participating in activities funded by Title I, Part A to be involved in every aspect of their children's education. This plan reflects the belief in that right and is designed to encourage and support the active participation, communication, and collaboration through combined efforts of home, school, and community to improve educational opportunities of Title I students with the goal of educating the whole child.

A successful parent and family engagement plan offers parents and other stakeholders opportunities to become actively involved in supporting their child's academic achievement, partnering with the school to make decisions that assist with the education of their child, and carrying out other activities as described in Section 1118 of the ESEA and ESSA.

All Title I parents and families are invited to participate in the spring Federal Programs Committee meeting and the LEA Parent and Family Engagement Plan meeting in August. During these meetings parents have the opportunity to provide suggestions to improve the district parent and family engagement plan. Additionally, parents and families are invited to attend meetings at their child's school and participate in the development of the school parent and family engagement plan. Feedback and ideas for consideration may be submitted using the parent/family comment form found on the district and individual school websites. Paren/family feedback will be kept on file and reviewed during future planning sessions as appropriate.

JOINTLY DEVELOPED



INFORMATION FOR PARENTS & FAMILIES

➤➤➤ ANNUAL MEETING

During the fall of the year, each Title I school will have an introductory meeting at a convenient time for parents and families to which all stakeholders will be invited and encouraged to attend. Parents and families will be informed of the nature of the Title I program, its requirements and objectives, and the parents' rights to be involved in decisions made about their children's education.

PROGRAM TYPES

SCHOOLWIDE PROGRAMS

When a school is eligible for schoolwide status, a team of teachers, administrators, and parents will be formed to evaluate the current instructional program and decide if the school will apply for schoolwide status. A school must have a free/reduced lunch rate of at least 40% to be eligible to apply as a schoolwide school.

Appropriate components of the schoolwide plan will be developed with parent and family participation. In a schoolwide school, all teachers and students benefit from the Title I program. All Dawson County elementary schools are schoolwide Title I schools.

TARGETED-ASSISTANCE PROGRAMS

All TA schools will develop and implement a plan for parent and family engagement. Parents and families will be involved through such activities as meetings, parent-teacher conferences, volunteering in classrooms, and membership on committees and teams within the school. Parents and families will be informed about all components of a TA school plan. In a TA school, multiple criteria are used to determine which students qualify for the Title I program.

Be sure to visit the school Parent Resource Room and participate in the Parent & Family Engagement events.



➤➤➤ FLEXIBLE MEETING TIMES

Parent and family meetings will be planned using a flexible schedule, which will reflect the parent input on the needs assessments. The district and each school will use this information to plan activities to match the varied times, places, and content requested. If available, funds may be provided for transportation and/or childcare.



➤➤➤ PROVIDING SUPPORT FOR EFFECTIVE PARENT AND FAMILY ENGAGEMENT ACTIVITIES

Title I identified schools will be provided the coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent and family engagement through school counselors, instructional technology coaches, building and central office administrators, and building Title I staff. GaDOE Title I specialists may also provide support and assistance to system and school personnel. Meetings, distribution of written resources, and training will be used to provide assistance.

➤➤➤ PROVIDING TIMELY INFORMATION

Parents and families will be provided timely information concerning the following:

- Title I school programs will be explained at the annual meeting, conferences, and at other meetings throughout the year.
- Results of the annual school needs assessments will be shared in written and verbal form at the annual meeting.
- Individual student assessment results and interpretation of the results will be discussed via parent conferences.
- A description and explanation of the curriculum will be provided to parents and families at the annual meeting, during parent/family meetings, and during parent/teacher conferences throughout the school year.
- An explanation of the assessments used to measure student progress and the proficiency levels the students are expected to meet will be given during a workshop and/or parent conferences. Both state and local assessments will be included.
- Stakeholders will be surveyed to determine the most appropriate times and days for parent/family meetings. Meetings will be scheduled by individual schools at various times to accommodate the needs of the parent/family schedules. At a minimum, one meeting per grading period will be scheduled.
- Parent and family suggestions will receive timely responses. Each suggestion will receive a reply no later than one week after being received by school or system personnel.

➤➤➤ SCHOOL-PARENT COMPACT

Each school has a school-parent compact, which provides opportunities for positive and meaningful cooperation between parents/families and schools in an effort to increase student achievement. In a schoolwide school, every parent/family in the school will receive a compact. In a targeted assistance school, only the parents/families of students who receive Title I services will receive a compact.



FINANCIAL PLANNING

The school district reserves a minimum of 1% of its Title I, Part A allocation for parent and family engagement, including promoting literacy and parenting skills. All Title I parents/families have the opportunity to be involved in the budgeting decisions of parent and family engagement funds at each Title I school. Additionally, parents/families have the opportunity to provide input into the budgeting of parent and family engagement funds at the district-level by attending the annual Federal Programs Committee meeting held at the district office.

➤➤➤ ANNUAL EVALUATION

Each spring, the Title I schools will survey parents/families to ascertain the effectiveness and appropriateness of the parent and family engagement plan. Input will also be solicited each spring during the Federal Programs Committee meeting. Areas to be evaluated will include identifying barriers to parent and family participation such as low income, disabilities, limited literacy, LEP, or other ethnic considerations. The findings will be used to design strategies for school improvement and/or to modify the plan.



BUILDING CAPACITY FOR PARENT & FAMILY ENGAGEMENT 4

TITLE I SCHOOLS HAVE PLANNED PROGRAMS DESIGNED TO PROVIDE HIGH QUALITY PARENT AND FAMILY ENGAGEMENT. SCHOOL COUNSELORS, LOCAL PARENT/TEACHER ORGANIZATIONS, GRADE LEVEL GROUPS, AND TITLE I STAFF WILL PLAN ACTIVITIES IN AN EFFORT TO INCREASE PARENT AND FAMILY CAPACITY WHICH INCLUDES:

INFORMATION RELATED TO SCHOOL AND PARENT/FAMILY PROGRAMS, MEETINGS, AND OTHER ACTIVITIES WILL BE PROVIDED TO PARENTS/FAMILIES IN A FORMAT AND LANGUAGE PARENTS/FAMILIES CAN UNDERSTAND (TO THE GREATEST PRACTICABLE EXTENT).

PARENTS AND FAMILIES WILL BE PROVIDED MATERIALS AND TRAINING TO HELP WORK WITH THEIR CHILDREN TO IMPROVE ACHIEVEMENT THROUGH VARIOUS MEANS. THE NEEDS ASSESSMENTS AND INPUT OBTAINED AT MEETINGS WILL DETERMINE THE SPECIFIC TRAINING AND MATERIALS TO BE PROVIDED EACH YEAR.

OTHER REASONABLE SUPPORT FOR PARENT AND FAMILY ENGAGEMENT ACTIVITIES WILL BE PROVIDED UPON PARENT/FAMILY REQUEST/FEEDBACK.

PARENTS AND FAMILIES WILL BE PROVIDED INFORMATION TO ASSIST IN UNDERSTANDING GEORGIA'S ACADEMIC CONTENT STANDARDS, NATIONAL EDUCATION GOALS, STUDENT ACHIEVEMENT STANDARDS, STATE AND LOCAL ACADEMIC ASSESSMENTS, HOW TO MONITOR A CHILD'S PROGRESS, AND HOW TO WORK WITH EDUCATORS TO IMPROVE STUDENT ACHIEVEMENT. THE INFORMATION MAY BE PROVIDED IN THE FOLLOWING WAYS:

- PARENT/FAMILY CONFERENCES
- CURRICULUM NIGHT
- REPORT CARDS & PROGRESS REPORTS
- SCHOOL BOARD MEETINGS
- LOCAL MEDIA (NEWSPAPERS, WEBSITES)
- GEORGIA DEPT. OF EDUCATION INFORMATION
- U.S. DEPT. OF EDUCATION INFORMATION
- SCHOOL GOVERNANCE MEETINGS
- BUILDING AND DISTRICT ADMINISTRATORS

TEACHERS AND OTHER STAFF, WITH ASSISTANCE OF PARENTS/FAMILIES, WILL RECEIVE INFORMATION ABOUT THE FOLLOWING:

- THE VALUE OF PARENT/FAMILY CONTRIBUTIONS,
- HOW TO REACH OUT TO, COMMUNICATE WITH, AND WORK WITH PARENTS/FAMILIES AS EQUAL PARTNERS,
- IMPLEMENTING AND COORDINATING PARENT PROGRAMS,
- BUILDING TIES BETWEEN PARENTS/FAMILIES AND THE SCHOOL VIA MEETINGS AND WORKSHOPS.

COORDINATION OF PARENT & FAMILY ENGAGEMENT PROGRAMS AND ACTIVITIES WILL OCCUR AMONG THE FOLLOWING:

- HEAD START – SCHOOL STAFF WILL MEET WITH HEAD START STAFF TO PLAN PARENT/FAMILY WORKSHOPS WHEN FEASIBLE. THEY WILL SHARE INFORMATION THAT WILL FACILITATE A SMOOTH TRANSITION OF CHILDREN FROM HEAD START TO THE ELEMENTARY SCHOOL.
- BRIDGE PROGRAM – BRIDGE PROGRAM STAFF WILL MEET WITH ALL ELEMENTARY SCHOOLS TO DISCUSS PLACEMENT AND SERVICES FOR TRANSITION OF EXCEPTIONAL CHILDREN.
- PRE-KINDERGARTEN – IN SCHOOLS WITH STATE-FUNDED PRE-K PROGRAMS, PARENTING WORKSHOPS MAY BE COMBINED WITH TITLE I PARENT AND FAMILY ENGAGEMENT EFFORTS WHEN POSSIBLE.

PROVIDE ASSISTANCE TO PARENTS & FAMILIES

INFORMATION WILL BE SHARED WITH PARENTS AND FAMILIES ON THE FOLLOWING TOPICS:

➤➤➤ WAYS PARENTS & FAMILIES CAN PARTICIPATE IN DECISIONS

Parents and families will be given the opportunity to participate in decisions relating to the education of their children by serving on school planning teams, attending PTO meetings, attending parent meetings/trainings, and participating in parent-teacher conferences. Other opportunities exist for parent and family participation in decision-making through school councils and responding to school surveys.

PLANNING FOR THE FUTURE

Realizing the effect of parent and family engagement on student achievement, Dawson County Schools commit to a continuing effort to increase the level of meaningful engagement between all stakeholders. As soon as funds permit, the goal of hiring a parent and family engagement coordinator will be reviewed.



➤➤➤ STATE AND LOCAL ASSESSMENTS

On a timely basis, parents and families will be provided information concerning the results of the annual review including school performance profiles, individual student assessment results, a description and explanation of the school curriculum and the assessments used to measure student progress, and the proficiency levels the students are expected to meet.

➤➤➤ WAYS PARENTS/FAMILIES CAN MONITOR CHILDREN'S PROGRESS

Parents and families will be encouraged to attend meetings, workshops, and conferences to learn how they can help their children improve their academic performance. Opportunities to visit the school, to volunteer, and to participate in student/school activities will be provided. It will be suggested that a parent monitor and support his/her child's learning by keeping abreast of school procedures, reviewing progress reports and report cards, being aware of homework and classwork requirements, and by working with schools to schedule conferences to discuss how to help his/her child improve academically in school.

➤➤➤ NATIONAL EDUCATIONAL GOALS

The purpose of the Elementary and Secondary Education Act (ESEA) of 1965 and the 2012 ESEA Georgia state waiver will be explained.

➤➤➤ STATE CONTENT STANDARDS

The state content standards will be used in the school district. Parents and families will be made aware of the standards and at what level their child is expected to perform to meet the state standards. Parents and families will be informed of their child's school's status in the district and the district status. Scores will be distributed to the local newspaper, and opportunities will be provided for parents to discuss test data with school personnel. Parents may also access information about standards and student performance online via the GaDOE website (www.georgiastandards.org).

➤➤➤ SCHOOL IMPROVEMENT AND CORRECTIVE ACTION PROCESSES

If a Title I school does not show achievement gains, it may be identified as a priority, focus, or alert school. When a school is placed in one of these categories, an extensive process of review and evaluation of the instructional program will be made by teachers, administrators, and parents. Parent and family input will be sought to help discover why the program in place at that school is not being successful. With the help of research, a revised instructional program will be designed to meet more effectively the needs of the particular school's population.



YOUR FEEDBACK IS WELCOME!

To submit comments for improvement about the local parent and family engagement plan, complete the form below and return to either the Director of Federal Programs, Assessment, & Accountability or the principal of your child's school.

CONTACT INFORMATION

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TITLE I PROGRAM PARENT/FAMILY COMMENT FORM

SCHOOL:

- BLACK'S MILL ELEMENTARY
- KILOUGH ELEMENTARY
- RIVERVIEW ELEMENTARY
- ROBINSON ELEMENTARY
- DISTRICT

TITLE I AREA OF CONCERN:

- PARENT & FAMILY ENGAGEMENT PLAN
- SCHOOL/PARENT COMPACT
- SCHOOL IMPROVEMENT PLAN
- DISTRICT IMPROVEMENT PLAN
- OTHER

COMMENT:

PARENT/FAMILY CONTACT INFO:

NAME: _____
 ADDRESS: _____

 PHONE: _____

PARENT/FAMILY CONTACT SIGNATURE:

DATE:

