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Paulding County School District Parent & Family Engagement Plan

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The term "parent" includes in addition to a natural parent, a legal guardian or other person standing in *loco parentis* (such as grandparents, stepparents, adoptive and foster parents, and adult siblings, who raise and care for children, or a person who is legally responsible for the child's welfare). The statement "Parents of all students in Title I schools" refers to families of all students attending Schoolwide Title I schools and families of students being served in Title I Targeted Assistance schools.

Title I, Part A provides for parent and family engagement at every level of the program, including the development and implementation of the district and school Parent & Family Engagement Plan, and in carrying out the district and school improvement provisions. Section 1116 of the Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and school systems to involve parents in their children's education. In keeping with Section 1116, PCSD will support its Title I schools to ensure that required school-level Parent & Family Engagement Plans meet requirements and will include a school-parent compact that is consistent with Section 1116(d) of the ESSA.

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Title I—Improving the Academic Achievement of All Students
The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This can be accomplished in several ways, including affording parents substantial and meaningful opportunities to participate in the education of their children. (Adapted from: <http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html#sec1001>)

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What is Parent Engagement?

Parent & Family Engagement is in place when there is a shared and continuous responsibility for student achievement and learning between the family and the school. It is vital to student success. Engagement involves:

- personal two-way communication between school and families
- educational support at home
- shared decision-making and setting of plans, goals, and outcomes
- welcoming schools that are parent resource sites

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Research shows that parents have the most significant influence on their children achieving academic success. When **school districts, schools, families, and communities collaborate** and **partner together** to support learning, children achieve at higher levels—they do better in school, and schools improve.

This Parent and Family Engagement Plan has been jointly developed with parents in support of Paulding County School District's efforts to support student academic excellence. It establishes the district's expectations for quality family-school engagement and guides the strategies and resources to build school-parent partnerships in PCSD Title I schools. It describes the district's commitment to partner with families in the education of their children, and to strengthen the ability to implement family engagement strategies and activities that support children in achieving the district student academic achievement goals.

Plan Development: A Joint Effort

All parents of students attending Paulding County School District Title I schools were offered opportunities to provide input in developing this plan. A Title I parent survey was made available to all families in the spring of 2023. All families had access to the survey on school and district websites and paper copies were made available at each Title I school. Survey results provided an evaluation of the implementation of family engagement practices and activities. Survey assessment results provided input in the development of this plan, and the Parent & Family Engagement Budget. Additionally, Title I Parent Survey results are shared with families and the community during input meetings, along with a copy of the FY24 Parent Engagement Plan draft to further seek stakeholder input. All families of students attending Title I schools were invited to provide input on School Improvement/Title I Schoolwide Program Plans¹, school and district 2023 – 2024 Parent and Family Engagement Plans and budgets, Building Staff Capacity, and Family – School Compacts. Input meetings were advertised through school and district websites, school newsletters, email, and text. At these meetings, the district's and individual schools' results of the annual survey were shared, and the 2022 – 2023 plans were open for review.

¹ Targeted Assistance Plans are developed on-site at each Title I Targeted Assistance School, as applicable.

Comprehensive Local Improvement Plan (CLIP):

a comprehensive plan for improving student achievement included in an application for funding of several federal and state programs (including Title I) that is submitted to the Georgia Department of Education. This jointly developed Parent & Family Engagement Plan is a component of the CLIP.

This plan is a component of the Comprehensive Local Improvement Plan (CLIP), which is submitted to the state. Comments and feedback regarding the plan, and input on additional activities and practices to be implemented, are offered at schools and on school and district websites throughout the year.

Accessibility

Paulding County School District and each Title I school will provide opportunities for the engagement of all parents and family members. Provision will be made for the informed participation of parents and family members with limited English proficiency, disabilities, and parents of migratory children, as practicable. The district Title I Coordinator will work with Student Services, the ESOL Department, as well as with services provided through the Paulding Family Connection, in an effort to accommodate removing barriers to the full

participation of families. Information and required school reports (as established by Section 1116 of the ESSA) will be provided, as feasible, in a language and format parents understand.

Language accommodation provisions will include:

- Translation services through the PCSD ESOL Department
- Various community support systems such as Ser Familiar
- Hiring of services as needed
- PCSD website content translation (generated by website)

Strengthening PCSD Title I Schools

One of the roles of the Title I **Instructional Lead Coach** (ILC) in Paulding County Schools include supporting all families and school staff to have access to substantial and meaningful opportunities to be engaged for student academic success.

The PCSD Title I Director and Title I Coordinator will support the planning and carrying out of programs in partnership with the Title I Instructional Lead Coach (ILC) and principal at each Title I school. Technical assistance, resources, and procedures to support opportunities for family-school engagement will be provided. The district will ensure that all parental requirements of Title I Part A are met, and that parent engagement initiatives are being implemented in a relevant and meaningful way.

This will take place through regular, scheduled school visits, review of documentation, and provision of specific school support as needed. In addition to frequent communication and school visits, support will be offered by providing:

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- monthly meetings with school Instructional Lead Coaches offering guidance, support, resources, and opportunity for collaboration between schools and district staff in developing meaningful family-school engagement initiatives
- periodic meetings with principals throughout the year to communicate current expectations, review guidelines, and discuss/support relevant matters specific to schools
- guidance and resource materials, and an implementation organizer, which includes timelines, current GaDOE information and requirements, checklists, samples, research-based professional learning articles, guidance on the implementation of effective parent and family engagement strategies, and meeting resources; additional resources will be provided throughout the year, and upon request
- a quarterly parent newsletter template that includes required information for parents, to be customized by each school and distributed to all families
- support for school staff to participate in outside professional learning sources related to parent engagement— Parent & Family Engagement conferences, meetings, and other available opportunities
- a district-level Title I Coordinator who will provide guidance, researched-based professional learning, monitoring, and support for the implementation of meaningful parent engagement practices to ensure meaningful, effective ESSA compliance
- information regarding available resources and initiatives offered by the GaDOE, including webinars, parent engagement toolkits, Family Friendly Schools Initiatives, Parent Involvement training, Parent Engagement publications, Family Engagement Partners Video Channel, network opportunities, and checklists and templates
- community resources to be accessed to support and share with parents, including district and community ESOL and adult literacy opportunities (Cobb/Paulding Adult Education Center), GED information, Paulding Family Connection services (including KIDS COUNT data and resources), parenting support, public library services, Get Georgia Reading Initiative, and others as they become available
- availability of support for academic parent/family events
- frequent school visits in review/support of compliance
- an informative district website to link with school websites

Building & Supporting School Staff Capacity

PCSD will promote partnerships among Title I schools, parents, and the community to improve student academic achievement. The district will provide the support needed to build the schools' and parents' capacity for significant family-school engagement, including:

- Identifying and addressing barriers that may prevent students and families from full participation in education
- Providing information for families to link with the Paulding County Family Connection, a service that provides a wide range of connections to community services and resources
- Supporting the Title I Instructional Lead Coach and/or principal at each school in building school staff, and parent capacity for meaningful partnerships by:
 - Providing professional learning resources to Instructional Lead Coaches, who will share and implement the same with school staff

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- Tailoring professional learning to feedback generated by parents, school staff, and the District Title I Team regarding how schools and parents can effectively collaborate to impact student academic success, which will include:
 - Supporting professional learning opportunities for staff to take place throughout the year on the topics:
 - The value and utility of contributions of parents
 - Effective communication and data-sharing strategies
 - Implementation and coordination of parent programs
 - Building ties between parents and the school
- Providing informal professional learning (such as providing tips on effective parent newsletters, inspirational and informative posters for display, providing informative brochures, etc.)

PCSD schools will each conduct an annual Title I teacher survey. This survey serves to identify where specific areas of support may be required to build teacher capacity in family-school engagement. In addition, the information provided through the annual Title I parent survey will be shared with school staff and used to identify additional focus areas and needs.

At each monthly meeting with the ILCs, the opportunity will be provided for feedback and requests for district support. A Title I department survey provided to ILCs at the end of the school year serves to provide information on the “next steps” for central office staff in providing effective support to schools.

There are currently many effective practices related to family engagement in place at PCSD Title I schools, such as:

- parent-teacher communication agendas
- participation of teachers in planned parent and family academic meetings and events
- weekly grade-level parent newsletters and quarterly Title I newsletters
- open-house events
- scheduled parent-teacher conferences
- effective communication in varied ways
- helpful district, school, and teacher websites
- Family-School Compacts which are jointly developed, and outline how school staff and families will work together for successful student academic achievement
- provision of Parent Resource Centers

The date and location for various parent opportunities and events will be posted on school websites and be included in school parental involvement policies, as possible; additional opportunities will be shared as they become available.

Specific information regarding meetings and activities will be shared in a timely manner to ensure parents have ample time to consider participation.

Resources and materials related to specific events will be posted on school and district websites. Copies of resources will also be available at each Title I school.

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The focus for the 2023-2024 School Year will include:

- increasing the quality of established practices and offerings
- implementation of these practices in a consistent and pervasive manner
- providing school staff support in sharing meaningful student data with parents
- continued use of jointly developed Family-School Compacts
- continued regular Title I Coordinator school documentation review of the implementation of program requirements, discuss family engagement initiatives, and provide support, as needed
- implementation of the **Academic Parent-Teacher Teams** (APTT) in Title I Targeted-Assistance middle schools. This family engagement model uses a data-driven strategy to strengthen teacher-family relations that focus on student academic growth and achievement
- Continuation of implementing and monitoring the **Harvard Family Dinner Project** (HFDP) in participating Title I schools. This research-based project is designed to increase students' vocabulary development, increase grades, and improve achievement scores

Reservation of Funds

PCSD will reserve at least 1 percent of Title I funds received for 2023-2024 (unless the allocation is \$500,000 or less) to implement parent and family engagement requirements and intentions listed in this policy and as described in the Every Student Succeeds Act. No less than ninety percent of this amount will be distributed amongst each Title I school, with priority given to high-need schools, to support school-level family engagement programs and activities.

Opportunities to provide input into budget development will be extended to all families and will take place at meetings, through school and district websites, and through surveys. Newsletters, bulletins, school and district websites, and social media announcements will inform families of input opportunities. Parents will be informed of Title I, Part A spending requirements to help guide decisions in the allocation of funds for implementing parental engagement activities.

This money will be spent in accordance with parent and family engagement budget spending plans developed jointly with parents and families of children receiving services under Title I Part A, the schools' needs assessment, the school improvement plan, and ESSA requirements. The Title I Director will provide clear guidance and support to schools that ensure spending compliance.

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Funds reserved by the district will be used to support informational programs that reach parents and family members:

- In partnership with Chattahoochee Technical College, PCSD will participate in providing information and resource family fair to inform families of the availability of community-based family support resources and services, community events for outreach as available and extended opportunities for learning support for students.
- In response to parent input, PCSD will increase efforts to reach out to and communicate with families using a variety of channels and devices. In addition to websites, information and messages will be provided through additional media to allow for communicating with more families. eTips (from the Parent Institute) will enable reaching more families with helpful messages and information.

Building & Supporting Parent Capacity

Each school will receive support, including meeting resources and the opportunity to collaborate and plan, to provide, at a minimum, the following to parents:

- Opportunity to be involved in jointly planning, reviewing, and improving Title I programs, including the school and district Parent & Family Engagement Plans and budget, School Improvement Plans, Building Staff Capacity, the Comprehensive Needs Assessment, the CLIP, and family-school compacts
- Distribution of the LEA Title I Parent & Family Engagement Plan in multiple ways, including online and copies to make available to families of all students attending Title I schools
- Annual Title I Parent Involvement Meetings: Information about the school's participation in Title I programs, the right of parents to be involved, the requirements of Title I Part A, and the components of targeted assistance or schoolwide program, as applicable
- Information to be shared in meetings and made available on websites concerning:
 - Description and explanation of the school's curriculum
 - Individual student assessment results and interpretation of those results
 - Assessments are used to measure student progress and the proficiency levels the students are expected to meet, including the Georgia Milestones, local, and alternate assessments
 - The Georgia Standards of Excellence
 - Ways parents can monitor their children's progress: accessing student information and communicating with the school to know their child's academic progress

PCSD Beliefs:

- We believe preparing students is our first priority.
- We believe in fostering a culture of high expectations in student achievement and personal development.
- We believe all students are inspired to learn when provided rigorous and relevant instruction and positive relationships.
- We believe students thrive best when provided a safe, challenging, and healthy environment.
- We believe in the use of collaborative learning communities where best practices are partnered with data-driven decisions.
- We believe in engaging all stakeholders in student success.

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- Ways parents can work with educators to improve the academic achievement of their children
 - Opportunities available for adult literacy training
 - Using technology (with information about copyright piracy)
 - Ways families can support math and reading skill-building at home, and the importance of parent support in these areas
- Regular meetings, in various formats and at varied times (open-house, family nights, traditional meetings), to receive suggestions and to participate in decisions related to the education of their children
- Access to helpful, resourceful websites
- Building academic-centered volunteer opportunities
- Prompt response to suggestions (as practicable)
- Assistance in providing information to parents in a language they can understand, as practicable
- An annual survey that will provide an evaluation of the Parent & Family Engagement Plan in improving the academic quality of each school, including:
 - Identifying barriers parents may be experiencing, which may be preventing participation in activities offered
 - Using the findings of the survey to create strategies for effective involvement and for creating revisions to Parent & Family Engagement Plans
- Ideas and resources for effective parent and family engagement activities and specific material and/or resources to improve student academic achievement and school performance, specific to what has been identified in each school's needs assessment and school improvement plan, and parent requests
- Connection with community-based organizations and others to offer parents opportunities to enhance their capacity to support students (public libraries, KSU, Comcast Cable, Ser Familiar, Paulding Family Connection, Family Support Services, health and wellness institutes, and others as requested or as they become available)
- Notification of:
 - Their child's attendance at a Title I school
 - Intradistrict Transfer Option notification
 - Right to request teacher and paraprofessional qualifications and teacher status
 - Student Eligibility for Supplemental Services
 - District and School Parent & Family Engagement Plans
- Promotion of and access to the school-based parent resource center
- Timely notification of events and opportunities in multiple ways:
 - Website postings
 - Printed invitation/RSVP, distributed to each family
 - Blackboard's Communication System
 - Email
 - Newsletters

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Reaching Out: Coordination of Services

PCSD will work to coordinate and integrate parent engagement strategies with the following relevant programs:

- Public preschool programs: Invite faculty and staff from those schools to plan together with the focus on building parent capacity to support their child's academic development. PCSD will share information with families in those programs who have children that will be transitioning to PCSD Title I schools regarding what they may access at PCSD Title I schools including materials in Parent Resource Centers, attending parent and family engagement opportunities, website information, tips, and information to support their child's kindergarten readiness and other offerings as requested or as they are available. In addition, in spring, Title I schools will present specific opportunities for parents who are registering children for kindergarten in PCSD Title I schools, such as school tours, sharing of Kindergarten readiness tips, providing information on accessing supporting resources, math and reading readiness activities, and other information as parents may request.
- Other PCSD departments: The Title I Director, Title I Coordinator, and Title I Coaches will work to expand the quality of offerings to families and to deliver additional opportunities to families. This includes working in partnership with Title II and Title III to allow for comprehensive provisions for ESOL families, with the curriculum department to provide expert support for parents in math and reading skill development, and with Student Services.
- Paulding County Public Libraries: PCSD will reach out to the local public libraries to work in partnership to promote and host learning opportunities for parents and families to engage in literacy outside of the school environment.
- Paulding County Family Connection: PCSD will work to match identified needs of families to the resources provided through this organization, including health, material needs, social, parenting skills, and other support.
- Paulding County Neglected and Delinquent Facilities: PCSD will collaborate with local and State institutions for neglected or delinquent children and youth in order for these students to have the opportunity to meet the same challenging State academic standards as all children in the State. If such students are being educated at a PCSD Title I school, the residential facilities that reside in the schools' attendance area, will be included in the correspondence and activities outlined in the schools' parental involvement plan. A representative from the facilities will serve as a proxy for the parents.

Opportunities for Meaningful Parent Consultation

Family-school engagement that results in improving the academic achievement of all students requires open communication and creating plans together. PCSD understands that input and suggestions from parents and family members in making plans to work in partnership for student success are essential to meaningful, productive family-school engagement.

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Schools and the school district will provide multiple opportunities for parents to provide input in developing school improvement plans, comprehensive needs assessments, staff capacity, compacts, the PCSD and school parent and family engagement plans and budgets, and the Comprehensive Local Improvement Plan. All families of students eligible to receive Title I services are invited to the following opportunities to share input to help the district, schools, and students to reach PCSD student academic achievement goals.

- PCSD Annual Title I Spring Planning Meetings –April 2024
All parents and families are invited to participate in assessing the results of the Annual Title I Parent Survey. Survey results will be shared. Opportunity for input on revisions to current district and school-level Parent and Family Engagement Plans and budgets will be incorporated into plans for the 2024-2025 school year. School-level Family-School Compacts will also be reviewed and developed. School newsletters, district and school websites, social media, and messaging through the Blackboard system will inform families of the meeting.
- PCSD Stakeholder Input Meeting – November 2023 and May 2024
All parents and families are welcome to attend a meeting to hear updates on all federal programs in place in PCSD and provide input into the Comprehensive Local Improvement Plan (CLIP) for the 2024-2025 school year.
- PCSD Stakeholder On-line Opportunity, A Look at Revised Title I Plans and CLIP for Opportunities for Final Input – July 2024
From May thru July, online opportunities will be available to review and provide input on the final draft of the district and school-level Parent and Family Engagement Plans, budgets, and CLIP which will reflect input provided at primary meetings. These additional online meeting opportunities will be announced on district and school websites, newsletters, and messaging through the Blackboard system.
- Local School Improvement Team/School Council Meetings – (May – June, dates and times to be announced by each school)
Each Title I school holds meetings for families to participate in reviewing/providing input into the school improvement plans, parent and family engagement plan, family-school compacts, family engagement budget, and staff capacity. Each school will send meeting invitations home and will email/text parents notifying them of the date and time of the meeting. Input opportunities will also be available on each school's website.

Parent & Family Engagement Evaluation

PCSD will make available to all families, in multiple ways, a Parent Survey in late winter, 2024. Items to be evaluated by parents through the survey are selected in accordance with and in consideration of the requirements of Title I, current parent engagement programs and initiatives, student academic data, parental involvement trends, and information needed to evaluate school and staff capacity to nurture a culture of parental engagement, including:

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- Identifying barriers to parent participation in communicating with the school, and attending activities, that may be resulting from:
 - Disability
 - Limited English proficiency
 - Limited literacy
 - Race or ethnicity
 - Economic disadvantage
- Identifying activities and opportunities that can be offered to *support parents and family members to assist their children's learning progress*
- Identifying activities and opportunities that can be offered *to support parents and family members to be engaged with school staff*
- Identifying strategies to improve school and family interactions, and increase the *capacity of staff to be engaged with families*

The district will utilize an electronic system that provides the platform for survey creation and will generate a report to be shared with families, the community, and school staff. Notification of the availability of the survey, and the opportunity for parents to participate in the survey will include:

- Distribution of information and link to access the survey to all parents
- Distribution of the survey online and/or paper copy to all families
- Invitation, and links to participation on school and district websites and Blackboard's Communication System notifications
- Availability of computers in schools for parents to access the survey
- Advertisement in the school and on the school website
- Availability of survey during March conferences

The survey will be open for input for a minimum of a month. Title I schools will create a survey report to share with parents and staff in schools by the ILC and/or principal and the results of the survey will be communicated at future parent informational meetings and events. Parental feedback, trends, strengths, and areas for improvement will be noted and will provide input in the development of the 2024-2025 PCSD and school Parent & Family Engagement and School Improvement Plans, budgets, and compacts. In response to parent input, revisions to the plan may be made. Information regarding the implementation of parent input/requests made during the year will be shared at monthly school meetings, on school and district websites, and upon parent request, through emailed communication or other means as requested.

Parent input provided through the survey will serve to guide the topics for professional learning for staff, which will include evidence-based strategies, that will be developed for schools by the district.

Parents will be offered the opportunity to provide additional evaluation and input on specific activities and practices to be made available throughout the school year through:

- feedback forms in newsletters
- feedback at meetings and events
- suggestions made in-person, emails to ILCs, or by visiting the Parent Resource Center

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Adoption

This districtwide 2023-2024 Parent & Family Engagement Plan has been developed jointly with parents and PCSD and is agreed upon with parents of students attending PCSD Title I, Part A schools, as evidenced by the opportunities offered to parents to provide input in the development of the plan. This plan was adopted by the Paulding County School District on June 14, 2023, and will be in effect for the 2023-2024 academic school year. The school district will make this plan available to all parents and families of students attending Title I Part A schools before November 1, 2023. Updates made to the plan, in accordance with parent input, will be posted on the district Title I Parent & Family Engagement website.

For questions, comments, and feedback please contact Kimberly Williams, PCSD Title I Coordinator, Paulding County Board of Education, 3236 Atlanta Hwy. Dallas, GA 30132; kcwilliams@paulding.k12.ga.us, 770.443.8000 extension 20031.

If the PCSD Title I Parent Engagement Plan is not satisfactory to the parents of participating children, any parent comments received will be submitted to the State Department of Education.