What is Parental Involvement?

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 combined efforts of home, school, and community to improve educational opportunities of Title I students.

A successful parent involvement plan engages parents and other stakeholders 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
- Carrying out other activities as described in Section 1118 of the ESEA and ESSA

Annual Meeting

During the fall of the year, each Title I school will have an introductory meeting at a convenient time for parents to which all parents will be invited and encouraged to attend. Parents 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.
Provide Timely Information

Parents 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 at the annual meeting, during parent 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.
- Parents will be surveyed to determine the most appropriate times and days for parent meetings. Meetings will be scheduled by individual schools at various times to accommodate the needs of the parents’ schedules. At a minimum, one meeting per grading period will be scheduled.
- Parent suggestions will receive timely responses. Each parent suggestion will receive a reply no later than one week after being received by school or system personnel.

Flexible Meeting Times

Parent 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 parents requested. If available, funds may be provided for transportation and/or childcare.

Annual Evaluation

Each spring, the Title I schools will survey parents to ascertain the effectiveness and appropriateness of the parent involvement policy. Input will also be solicited each summer during the Federal Programs Committee meeting. Areas to be evaluated will include identifying barriers to parent 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 policy.

School-Parent Compact

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

Title I schools have planned programs designed to provide high quality parent engagement. School counselors, local parent/teacher organizations, grade level groups, and Title I staff will plan activities, in an effort to increase parent engagement.

Additional ways capacity will be built:

- Parents 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 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

- Parents 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.

- Information related to school and parent programs, meetings, and other activities will be provided to parents in a format and language parents can understand (to the greatest practicable extent).

- Teachers and other staff, with assistance of parents, will receive information about the following:
  - The value of parents’ contributions,
  - How to reach out to, communicate with, and work with parents as equal partners,
  - Implementing and coordinating parent programs,
  - Building ties between parents and the school via meetings and workshops.

- Coordination of parent involvement programs and activities will occur among the following:
  - Head Start – School staff will meet with Head Start staff to plan parent workshops when feasible. They will share information that will help 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 involvement efforts when possible.

- Other reasonable support for parental involvement activities will be provided as parents may request.
Provide Support for Effective Parent Involvement Activities

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

Financial Planning

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

Planning for the Future

Realizing the effect of parental involvement on student achievement, Dawson County Schools commit to a continuing effort to increase the level of meaningful parental involvement. As soon as funds permit, the goal of hiring a parent involvement coordinator will be reviewed.
Information will be shared with parents on the following topics:

- **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 will be made aware of the standards and at what level their child is expected to perform to meet the state standards. Parents 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](http://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 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.

- **State and Local Assessments** – On a timely basis, parents 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 Can Monitor Children’s Progress** – Parents 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.

- **Ways Parents Can Participate in Decisions** – Parents 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 participation in decision-making through school councils and responding to school surveys.
Your Feedback is Welcome!

To submit comments for improvement about the local parent involvement policy, complete the form below and return to either the Executive Director of Instructional Supports & Student Services or the principal of your child’s school.

Title I Program
Parent Comment Form

School:
- Black’s Mill Elementary
- Kilough Elementary
- Riverview Elementary
- Robinson Elementary
- District

Parent Contact Info:
- Name: ______________________
- Address: ____________________
- Phone: ______________________

Title I Area of Concern:
- Parent Involvement Policy
- Parent Compact
- School Improvement Plan
- Other

Comment:

Parent/Guardian Signature ____________________________ Date _____________