Georgiana School
Parent and Family Engagement Plan

Parent and Family Engagement Plan

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

The Butler County Board of Education will take the following actions to involve parents in the joint development of its LEA parental involvement plan under Section 1112 of the ESEA: 59. Georgiana School parent involvement designee will seek parent input by advertising annual planning, budgeting, and evaluation of the LEA parent involvement plan. The 2024-25 plan will be distributed at the beginning of the school year to all parents, evaluated by the school parent involvement committee in the spring, and a 2025-26 plan will be created in the summer of 2025 based on the evaluative data. The LEA parent involvement designee will continue to serve on the committee throughout the 2024-25 school year and seek the help of those parents and school staff to include additional parent leaders in the decision making and planning. The LEA will also conduct a meeting that will inform parents of their rights to be involved and the 1% set aside.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

The district parent involvement designee will seek parent input by advertising annual planning, budgeting, and evaluation of the LEA parent involvement plan. This 2024-2025 plan will be distributed at the beginning of the school year to all parents and evaluated by a district parent involvement committee in the spring. A 2025-2026 plan will be created in the summer of 2025 based on the evaluative data. The LEA parent involvement designee will continue the current district parent involvement committee throughout the 2024-2025 school year and seek the help of those parents and all school principals to include additional parent leaders in the district LEA parent involvement decision-making and planning.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

Georgiana School parent involvement designee will seek parent input by advertising annual planning, budgeting, and evaluation of the LEA parent involvement plan. This 2024-2025 plan will be distributed at the beginning of the school year to all parents, evaluated by the school parent involvement committee in the spring, and a 2025-26 plan will be created in the summer of 2025 based on the evaluative data. The LEA parent involvement designee will continue to serve on the committee throughout the

2024-25 school year and seek the help of those parents and school staff to include additional parent leaders in the decision-making and planning.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

Georgiana School parent involvement designee will seek parent input by advertising annual planning, budgeting, and evaluation of the LEA parent involvement plan. Funding for parent involvement is used to purchase needed supplies and software to keep parents informed and involved with their child's academics, attendance, and social, emotional, and extracurricular activities.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Communication is one of the areas identified by the district Parent Involvement Committee as a focus for the 2024-2025 school year. The designated communication repertoire includes Schoolwide ClassDojo implementation; Schoolcast automated phone communication tool; communication folders on Thursdays; systems, school, and class newsletters; up-to-date calendars and current information on the system and school websites; email distribution lists; postcards and letters; Facebook and Twitter social media; articles and advertising in local news outlets to include radio and newspapers; TransAct electronic interpretation of school documents and letters for EL parents; and other forms of communication as deemed appropriate and financially feasible.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

The School-Parent Compact is distributed to students at the beginning of the school year and upon new enrollment. The district parent involvement designee has been trained by a State Department of Education (SDE) parent involvement specialist in order to be able to provide each school with technical assistance, budgetary information, and legal guidelines to follow in order to promote effective parental involvement in each school. Principals have also been trained and provided contact information for the Alabama Parent Involvement Resource Center for more parental involvement resources. The district parent involvement designee has planned

professional development opportunities for building capacity in Butler County Schools for effective parental involvement.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

The district parental involvement designee will be responsible for assembling a district-wide Parental Involvement Committee in the spring to evaluate this 2024-2025 district Parental Involvement Plan. Principals will be involved to ensure that representation from each school participates in the system-wide committee. The evaluation will include a system-wide survey (utilizing the electronic survey tool Google Docs), Alabama Department of Education updates and parent involvement specialist guidance, and other relevant parents, school, and budgetary data. Parents will provide suggestions for evaluating the goals, strategies, and activities. The parents will be encouraged to write the evaluation, but the ultimate responsibility lies with the district parental involvement designee.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

The district-wide Parent Involvement Committee named two major areas of need in order to foster strong parental involvement that promotes strong, successful schools and students. Those areas are Communication and Student Learning. The committee wishes these two areas remain the focus for the 2025-2026 school year. Therefore, many of the parent events planned will be on topics in the areas of communication and student learning.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

Parenting, community, and family enrichment classes will target all parents and provide enriching activities for families. Georgiana School faculty will achieve a weekly goal of parent contacts. Teachers are encouraged to communication with parents on a regular basis via ClassDojo in order to increase trust and engagement. School staff is encouraged to participate in extracurricular activities in order to build relationships within the community.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

> Providing professional development opportunities, including workshops, webinars, book studies, focus groups, and professional literature for system personnel; incorporating activities available from the Parent Involvement Resource Center such as a “family-friendly walk-through” at each school; organizing other capacity building activities for system personnel which will encourage partnerships with parents.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

> Providing professional development opportunities, including workshops, webinars, book studies, focus groups, and professional literature for parents; incorporating activities available from the Parent Involvement Resource Center such as a “family friendly walk-through” at the school; and organizing other capacity-building activities for parents which will encourage partnerships. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and to the extent practicable, in a language parents understand.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

> In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency. Parents with disabilities and parents of minority children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and to the extent practicable, in a language parents understand.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children),

including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency. Parents with disabilities, and parents of minority children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and to the extent practicable, in a language parents understand.