

FY27 DISTRICT IMPROVEMENT FORUM APRIL 14, 2026

Mandi Pike / Director of Federal Programs
Krista Bowen/ Title I Parent & Family Engagement Coordinator



AGENDA

- Purpose of the Meeting
- TCSS ESSA Funded Programs
- Consolidated Local Education Agency (LEA) Improvement Plan (CLIP)
- Parent and Family Engagement Policy
- TCSS Strategic Plan
- Title I Requirements
- Feedback



ESSA FUNDED PROGRAMS

- Title I, Part A – Improving the Academic Achievement of the Disadvantaged
- Title I, Part C – Education of Migratory Children
- Title I, Part D – Neglected and Delinquent Children
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A – Language Instruction for English Learners and Immigrant Students
- Title IV, Part A – Student Support and Academic Achievement
- Title V, Part B – Rural Education Initiative
- Title IX, Part A – McKinney-Vento Education for Homeless Children and Youth
- Individuals with Disabilities Act (IDEA) Special Education Services and Supports
- Career, Technical and Agricultural Education (CTAE)



WHAT IS THE CONSOLIDATED LEA IMPROVEMENT PLAN (CLIP) FOR FY27?

Part I:
Annually Approved
LEA Consolidated
Application (Plan)

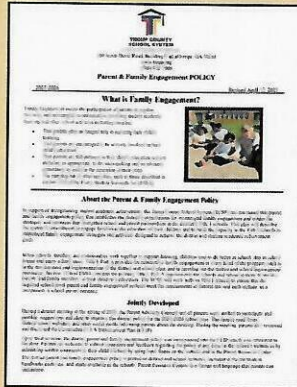


Part II:
Application Forms
Submitted After Plan
Approval



TCSS PARENT & FAMILY ENGAGEMENT POLICY

2025-2026



PARENT & FAMILY ENGAGEMENT POLICY JOINTLY DEVELOPED

Jointly Developed

During a district meeting in the spring of 2025, the Parent Advisory Council and all parents were invited to participate and provide suggestions and ideas to improve this district policy for the 2025-2026 school year. The district used Dyers district school websites, and other social media informing parents about the meeting. During the meeting, parents also reviewed and discussed the Consolidated LEA Improvement Plan (CLIP).

Upon final revision, the district parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school's website or by submitting written comments to their child's school by using input forms on the website and at the Parent Resource Center. The district parent and family engagement policy is posted on district and school websites, included in Parent Student handbooks each year, and made available in the schools' Parent Resource Centers in a format and language that parents can understand.



PARENT & FAMILY ENGAGEMENT POLICY RESERVATION OF FUNDS

Reservation of Funds

The TCSS will reserve one percent from the total amount of Title I funds it receives in FY26 to carry out the parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, the TCSS will distribute 90 percent of the amount reserved to Title I schools to support their local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

Each Title I school will gather input from families while hosting an annual School Improvement Forum. This will give families a time for suggestions on how the family engagement set-aside funds will be used in the upcoming year at the district and school-level. Stakeholder input forms from the forums will be reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget.



PARENT & FAMILY ENGAGEMENT POLICY BUILDING CAPACITY

TCSS will work with Title I schools to provide assistance to parents in understanding state and district academic achievement measures to drive children's learning and progress, as well as information regarding the Title I program. Under the district's direction, each Title I school will host a minimum of two parent workshops that are available in various locations for these workshops will be posted on the school's website, shared through each Title I school's newsletters, and sent home as flyers on Tuesday folders.

TCSS will provide helpful parent links on the district website and ensure that the Title I schools' websites contain resources and materials to help parents meet with their children at home.

TCSS will coordinate and integrate the district parent and family engagement programs with other programs such as Exceptional Educational Program, Title I Career Youth Services (Adult Academy), Connections, Parental Get Trough Reading and others. We will promote school readiness by collaborating with the Head Start program and other state-funded preschool programs in the district as part of a community collaborative that will meet multiple times during the year. In the spring, the elementary schools will host Kindergarten Transition days so parents may tour the schools and receive information to help them and their children prepare for kindergarten. The TCSS will also coordinate with community programs to ensure that parents are informed about available resources.

To ensure that information related to parent programs, meetings and other activities is available to all parents in an understandable and uniform format, each Title I school will make available a calendar of events with information for parents at the beginning of the year. Parent conferences and resources will be sent home in parents' native languages, where applicable, and interpreters will be available at parent events and meetings when requested. Information posted on the district website will be translated to the extent practicable. The district will also utilize school telephone systems, school websites, local news media, and other school messaging systems to post information for parents.



PARENT & FAMILY ENGAGEMENT POLICY MONITORING EFFECTIVENESS

Throughout the year, the TCSS will conduct multiple evaluations of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools. The TCSS will gather input in the form of evaluations at various events at the school level and district level. The TCSS will also meet personally with families in the spring at the School Improvement Forum, and District Improvement Forum to gather input.

Regular evaluations, as well as group forums, have the main purpose of obtaining input from parents of children eligible to receive Title I services and designing strategies for more effective parent and family engagement.

The TCSS will use the findings from the various evaluations and forums for continuous improvement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.



- SCHOOL IMPROVEMENT PLAN
- SCHOOLWIDE PLAN
- PARENT AND FAMILY ENGAGEMENT POLICY
- BUDGET
- SCHOOL PARENT COMPACT

All of the above must be developed with the assistance of parents and stakeholders.



Strategic Plan



**TROUP COUNTY
SCHOOL SYSTEM**

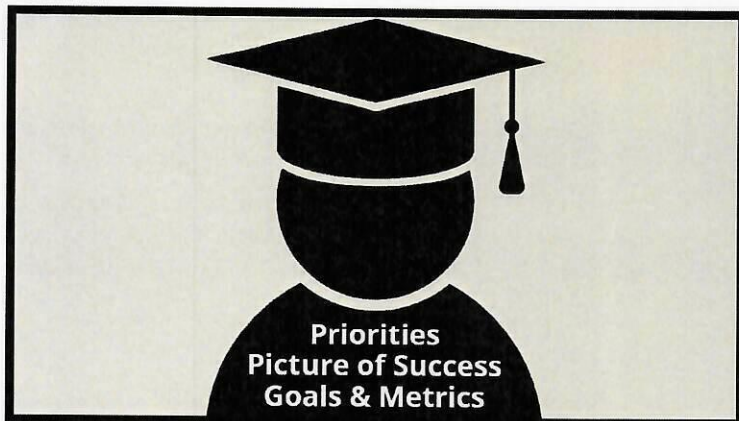
OUR SCHOOLS • OUR COMMUNITY • OUR FUTURE

Our Vision

Our Vision is to be a school system that is adaptable and flexible while creating innovative programming that will prepare our students to pursue their passions, and ultimately to prepare them for post-secondary education and careers.

Our Mission

The Troup County School System is committed to educating ALL students using creative and innovative strategies that strengthen our schools, our community, and our future.



Curriculum & Instruction

Priority Statement

The Curriculum, Instruction, and Professional Learning Department is dedicated to cultivating engaging learning environments where students are challenged, supported, and inspired to become world-ready graduates. By providing educators with high-quality, job-embedded professional learning and connecting instruction to meaningful career exploration, we ensure teaching is innovative and impactful and students develop the skills, confidence, and purpose needed for success in college, careers, and life.

Curriculum & Instruction

Picture of Success

The Curriculum, Instruction, and Professional Learning Department operates as a cohesive, high-functioning system that delivers rigorous Tier I instruction, fosters continuous professional growth for educators, and promotes a culture of learning. As a result, every student achieves meaningful growth each year and graduates with the knowledge, skills, and purposeful plan needed to thrive in college, careers, and life.

Curriculum & Instruction

Goal #1: Strengthen Tier 1 Instruction

- By 2030, the percentage of students scoring proficient or above on Georgia Milestones Assessments will increase from the SY26 baseline by 15 percentage points.
- By 2030, the CCRPI (College & Career Ready Performance Index) Content Mastery score will increase from the SY26 score by 10 points district-wide.
- By 2030, the achievement gap between subgroup populations and the district average as reported in SY26 will be reduced by at least 25% in all tested subjects.
- By 2030, 65% of 1st–3rd students will demonstrate reading proficiency as measured on annual summative assessments.
- By 2030, the chronic absenteeism rate will have reduced by 10 percentage points from the SY26 data point district-wide.
- By 2030, average daily attendance will increase to 90% or higher across all schools.
- By 2030, all students will have access to high-quality early learning instruction and developmentally appropriate literacy curricula—delivered through both traditional classrooms and community-based learning environments.

Curriculum & Instruction

• Goal #2: Advance Professional Learning.

- By 2030, 100% of educators and administrators will engage annually in a minimum of 20 hours of high-quality, job-embedded professional learning aligned to district priorities, instructional expectations, and student outcome data.
- By 2030, TKES ratings in instructional strategies, differentiation, and learner engagement will increase by at least 10 percentage points from the SY26 baseline, reflecting improved classroom practice and instructional rigor.
- By 2030, the district will develop and sustain a districtwide professional learning framework for early childhood educators—including those in community-based and non-traditional settings—that embeds coaching, observation, feedback, and curriculum alignment to ensure instructional quality and consistency.
- By 2030, at least 30% of instructional staff will participate in research-aligned, world-class, or innovative professional learning experiences—including global learning, industry-aligned training, and cross-district or cross-sector partnerships—to bring best practices back to classrooms and schools.
- By 2030, professional learning participation, implementation, and impact will be monitored through district data dashboards and instructional evidence to ensure continuous improvement, transparency, and alignment between professional learning investments and student outcomes.

Curriculum & Instruction

• Goal #3: Cultivate a Culture for Learning.

- By 2030, the district will ensure that all incoming kindergarten students are screened for readiness and connected to coordinated birth-to-five academic, social-emotional, and wellness supports, strengthening early foundations for learning and long-term success.
- By 2030, increased access to engaging, relevant, and developmentally appropriate learning experiences—paired with intentional opportunities for student voice and leadership—will result in a 15-percentage-point increase in student engagement survey outcomes from the SY26 baseline.
- By 2030, students will regularly participate in authentic, culturally relevant, and experiential learning opportunities that connect academics to real-world application, leadership development, and future pathways, fostering motivation, purpose, and ownership of learning.
- By 2030, the district will expand systems of mental-health support, social-emotional learning, and trauma-informed practices—creating learning environments where well-being and academic readiness are mutually reinforced.

Curriculum & Instruction

Goal #4: Enhance Progress Monitoring and Transparency.

- By 2030, the district will maintain a publicly accessible, continuously refined data dashboard that tracks key indicators including literacy achievement, early learning readiness, CTAE pathway progress, scholar-athlete academic standing, graduation status, and CCRPI performance, promoting transparency and shared accountability.
- By 2030, 100% of teachers and school leaders will routinely use data visualization tools and dashboards to guide instructional planning, progress monitoring, and targeted interventions.
- By 2030, the district will implement a longitudinal tracking system that monitors student progression through academic, CTAE, and athletic pathways—measuring graduation rates, credential attainment, postsecondary enrollment, military enlistment, and direct entry into the workforce.
- By 2030, the district will track and strengthen post-graduation outcomes by monitoring student placement into local employment opportunities aligned to regional industry partners, using outcome data to refine CTAE programming and workforce pipelines.
- By 2030, the district will sustain a coordinated Early Learning Collaborative Network focused on shared data use, transparent communication, and joint action planning among schools, families, community organizations, and early learning partners to support readiness, engagement, and long-term student success.

Curriculum & Instruction

Goal #5: Prepare Students for Career and World Readiness.

- By 2030, 100% of graduates will complete an approved academic, CTAE, or specialized pathway as part of district graduation requirements.
- By 2030, the percentage of graduates earning industry-recognized credentials will increase by 20 percentage points from the SY26 baseline.
- By 2030, student participation in dual enrollment, AP, IB, Cambridge, or work-based learning will increase by 15 percentage points from the SY26 baseline.
- By 2030, at least 25% of students will annually participate in experiential learning opportunities, including travel-based learning, internships, industry site visits, and field-based experiences.
- By 2030, the district will implement a longitudinal tracking system to monitor graduates' postsecondary enrollment, military enlistment, and entry into the workforce, with a specific focus on placement within local industry partners and regional employment pathways.
- By 2030, scholar-athletes will be supported and monitored through integrated academic and eligibility tracking systems to ensure academic progress, leadership development, and readiness for postsecondary success alongside athletic participation.

Finance

Priority Statement

The finance department is committed to ensuring fiscal stewardship, transparency, and operational excellence.

Picture of Success

In collaboration with internal and external stakeholders, the Finance Department produces a transparent budget that demonstrates a return on investment (ROI) for taxpayers. The department provides financial guidance in budgeting, accounting, payroll, accounts payable, and student activity accounts to ensure strong fiscal stewardship in support of the district's core mission—teaching and learning.

Finance

Goal #1: Develop and maintain a comprehensive, transparent budget aligned to the strategic priorities.

- The finance department will produce a comprehensive budget document annually.
- The finance department will provide opportunities for public input, including holding at least two public budget hearings/presentations annually.
- The finance department will establish a Budget Review Committee to evaluate programmatic expenditures.
- The finance department will at least annually leverage the data visualization dashboard to link budget allocations with student outcomes to determine ROI.

Finance

Goal #2: Ensure accurate and timely financial reporting and Payroll and Accounts Payable processing.

- Using FY2026 data the finance department will establish a baseline from which the percent of local, state, and federally required reports submitted on time will increase with a goal of at least 95%.
- Using FY2026 data the finance department will establish a baseline from which the percent of local, state, and federal financial reports with zero material errors submitted will increase each year with a goal of at least 95%.
- Using FY2026 data the finance department will establish a baseline from which the percent of paychecks issued without critical error will increase each year with a goal of at least 95%.
- Using FY2026 data the finance department will establish a baseline from which the percentage of Accounts Payable/Internal Accounts paid within 30-days of invoice date will increase with a goal of at least 95%.

Finance

Goal #3: Build capacity of leaders in budget and financial literacy.

- Using FY2026 data the finance department will establish a baseline from which the percentage of school and department leaders completing annual budget training will increase each year with a goal of at least 95%.
- Using FY2026 data the finance department will establish a baseline from which the percent of school and department leaders indicating satisfaction with the budget and financial literacy training increase each year with a goal of at least 95%.

Human Resources

Priority Statement

The Human Resources Department is committed to attracting and retaining quality staff by cultivating a values-driven culture where people want to work and choose to stay.

Picture of Success

The district consistently maintains a high retention rate of highly qualified staff and provides a strong pool of qualified candidates to fill vacancies. All employees recognize the district as a place of trust in leadership, job satisfaction, connection, and opportunity for growth.

Human Resources

Goal #1: Attract and maintain highly qualified candidates.

- Annual teacher attrition will remain at or below 10%, while the percentage of highly qualified teachers leaving prior to retirement or promotion will show a year-over-year decrease.
- The percentage of highly qualified staff in each department (Finance, Human Resources, Operations, Communications, and Curriculum & Instruction) will be less than or equal to 10%.

Human Resources

Goal #2: Ensure a pool of highly qualified applicants for certified and classified staff.

- Using SY2026 data, the human resources department will establish a baseline from which the number of qualified certified applicants in the certified pool will increase by 5% each year.
- Using SY2026 data the human resources department will establish a baseline from which the number of qualified classified applicants in each pool (paraprofessionals, bus drivers, custodians, nutrition, clerical staff) will increase each year by 5%.

Human Resources

Goal #3: Stakeholders speak positively about the district as a great place to work

- As measured by the GA Climate Teacher Survey Number 51 and Staff Survey Number 26, at least 80% of current teachers/staff respond that their immediate professional plans are to "stay at my current school".
- As measured by the GA Climate Teacher Survey Number 14 and Staff Survey Number 8, the percent of teachers/staff responding as "extremely/very satisfied" with their job grows and does not fall below the current percentage of 70% for teachers and 79% for staff.
- As measured by the GA Climate Teacher Survey Number 16 and Staff Survey Number 10, the percent of teachers/staff responding with "almost everyday/1 or 2 times a week" when asked how often they look forward to going to work grows and does not fall below the current percentage of 83% for teachers and 89% for staff.

Operations

Priority Statement

The Operations Department is committed to ensuring the safety, functionality, and efficiency of all facilities and infrastructure. By prioritizing health and safety, asset preservation, and reliable customer service, we create environments where stakeholders can learn, work, and thrive.

Picture of Success

A culture of collaboration, safety, and continuous improvement exists in which stakeholders trust and rely on the Operations Department. The focus is to help the entire organization operate smoothly by providing efficient services through transportation, nutrition, technology, maintenance, and custodial services.

Operations

Goal #1: Ensure safe and healthy operations of all stakeholders

- Using SY2026 data the operations department will establish a baseline from which the number of workers' compensation claims related to operations (transportation, maintenance, nutrition, technology, custodial) issues will decrease each year.
- Using SY2026 data the operations department will establish a baseline from which the number of stakeholder injuries, including student, staff, and visitors, related to operations issues (transportation, maintenance, nutrition, technology, custodial) issues will decrease each year.
- The scores on operation inspections including transportation, nutrition, maintenance, custodial and technology inspections will increase each year.

Operations

Goal #2: Ensure that operational needs are handled in a proactive and timely manner.

- Using SY2026 data the operations department will establish a baseline from which the percentage of non-emergency work orders responded to and resolved within 7 business days throughout the fiscal year will increase.
- The operations department will achieve a 95% on-time completion rate for scheduled preventative maintenance tasks each quarter.

Goal #3: Meet the needs of all stakeholders in a manner which builds respect and trust.

- The operations department will increase customer satisfaction scores related to maintenance, nutrition, transportation, technology and custodial services to at least 85% on post-service surveys.

Operations

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Communications

Priority Statement

The Communications Department serves as essential collaborators, fostering trust and transparency among the school system, staff, students, partners, and the broader community through all internal and external engagements.

Picture of Success

Communication is streamlined, timely, and accessible. Stakeholders consistently receive relevant, clear, and accurate information, leading to a reduction in repetitive inquiries and misunderstandings. The department is able to tell its story in everything it does.

Communications

Goal #1: Ensure all school system staff and students receive timely and relevant information that fosters engagement and understanding of key initiatives and events.

- Using SY2026 data the communications department will establish a baseline from which the average satisfaction rate on the internal communication survey regarding information clarity and timeliness will increase each year.
- Using SY2026 data the communications department will establish a baseline from which the percentage of notifications of non-emergency upcoming events are sent to stakeholders at least 5 days in advance.
- Using SY2026 data the communications department will establish a baseline from which the number of stakeholders engaging with Facebook posts will increase.

Communications

Goal #2: Build and maintain strong, positive relationships with parents, community organizations, and external partners, positioning the school system as a valued and trusted community leader.

- The communication department will expand the reach of school system communications to external stakeholders by growing the newsletter subscriber lists and social media followers each year.
- Using SY2026 data the communications department will establish a baseline from which the attendance at public community engagement events will increase each year.

Goal #3: Build trust with stakeholders through transparent and accurate information sharing.

- Using SY2026 data the communications department will establish a baseline from which the number of negative Facebook comments from stakeholders will decrease each year.

Portrait of a Graduate

- Resilient
- Critical Thinker
- Effective Communicator
- Engaged Citizen
- Goal Oriented





Your input is vital to our continuous improvement. Please take a few minutes to complete the feedback form by clicking on the QR code below or clicking the link in the chat box.



MANDI PIKE

pikemh@troup.org

706-812-7900 ext. 1149



KRISTA BOWEN

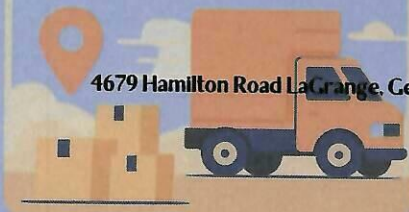
bowenk1@troup.org

706-812-7900 ext. 1148



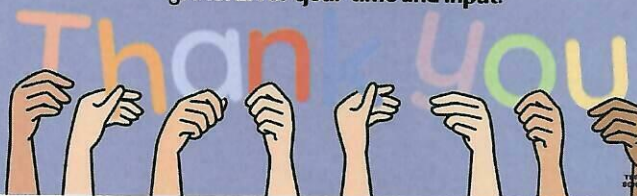
**WE'RE
MOVING**

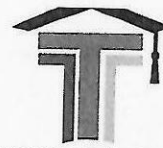
4679 Hamilton Road LaGrange, Georgia 30241



Thank you for your commitment to our
Parent Advisory Council!

You are a VALUABLE part of our team and we are
grateful for your time and input.





TROUP COUNTY SCHOOL SYSTEM

OUR SCHOOLS • OUR COMMUNITY • OUR FUTURE

100 North Davis Road, Building C ■ LaGrange, GA 30241

www.troup.org

(706) 812-7900

Parent & Family Engagement POLICY

2025-2026

Revised April 15, 2025

What is Family Engagement?

Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring:

- That parents play an integral role in assisting their child's learning.
- That parents are encouraged to be actively involved in their child's education.
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- The carrying out of other activities, such as those described in section 1116 of the Every Student Succeeds Act (ESSA).



About the Parent & Family Engagement Policy

In support of strengthening student academic achievement, the Troup County School System (TCSS) has developed this parent and family engagement policy that establishes the district's expectations for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe the system's commitment to engage families in the education of their children and to build the capacity in the Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. The TCSS will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school-parent compact.

Jointly Developed

During a district meeting in the spring of 2025, the Parent Advisory Council and all parents were invited to participate and provide suggestions and ideas to improve this district policy for the 2025-2026 school year. The district used flyers, district/school websites, and other social media informing parents about the meeting. During the meeting, parents also reviewed and discussed the Consolidated LEA Improvement Plan (CLIP).

Upon final revision, the district parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school's website or by submitting written comments to their child's school by using input forms on the website and in the Parent Resource Center.

The district parent and family engagement policy is posted on district and school websites, included in Parent/Student handbooks each year, and made available in the schools' Parent Resource Centers in a format and language that parents can understand.



Strengthening Our Schools

This year, the district Parent & Family Engagement Coordinator (PFEC) will provide assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I schools will receive regular notifications and resources from the district PFEC to help them improve and strengthen family engagement. In addition to frequent communications and school visits, the PFEC will communicate monthly with Title I schools' principals/administrative teams to review family engagement plans and activities.

Reservation of Funds

The TCSS will reserve one percent from the total amount of Title I funds it receives in FY26 to carry out the parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, the TCSS will distribute 90 percent of the amount reserved to Title I schools to support their local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

Each Title I school will gather input from families while hosting an annual School Improvement Forum. This will give families a time for suggestions on how the family engagement set-aside funds will be used in the upcoming year at the district and school-level. Stakeholder input forms from the forums will be reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget.

Opportunities for Parent Consultation

Input and suggestions from parents and family members are essential components of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend the meeting opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals. To the extent possible, materials are translated in Spanish and Korean, and interpreters are present at the meetings.

Open House Meetings in the Schools ▪ Fall of 2025

Each Title I school will host a parent meeting at the beginning of the school year to share about Title I and to seek parent input on School Parent Compacts. These important compacts are revised annually by student, parent, and teacher collaboration. They are reviewed throughout the year, as well.

District Improvement Forum ▪ Spring of 2026

All parents are welcome to hear the latest updates from the Troup County School System as well as review and provide input into the district Parent and Family Engagement Policy and the Consolidated LEA Improvement Plan (CLIP) for the 2025-2026 school year. Notices regarding this meeting will be made available to all parents in advance of the meeting. The district will also communicate information regarding this meeting on the school and district websites. If you are unable to attend the meetings, call the Federal Programs office for more information. (706) 812-7900 extension 1148.

School Improvement Forums ▪ Spring of 2026

Each Title I school will host a forum for parents to participate in discussions to review the schoolwide plan/school improvement plan, the school Parent and Family Engagement Policy, as well as provide input on the family engagement budget and family engagement program.. Each Title I school will notify parents of the scheduled date and time of their forum. Information regarding the School Improvement Forum may also be made available on each Title I school website, on social media and in weekly classroom newsletters. If you are unable to attend these meetings, call the school for more information.

Building Capacity

Of Parents

TCSS will work with its Title I schools to provide assistance to parents in understanding state and district academic information connected to their children's learning and progress, as well as information regarding the Title I program. Under the district's direction, each Title I school will host a minimum of two parent workshops that are academic in nature. The dates and locations for these workshops will be posted on the school's website, shared through each Title I school's newsletters, and sent home as flyers in Tuesday folders.

TCSS will provide helpful parent links on the district website and ensure that the Title I schools' websites contain resources and materials to help parents work with their children at home.

TCSS will coordinate and integrate the district parent and family engagement programs with other programs such as: Exceptional Educational Program, Twin Cedars Youth Services (Ault Academy), Connections, Pineland, Get Troup Reading and others. We will promote school readiness by collaborating with the Head Start program and other state funded preschool programs in the district as part of a community collaborative that will meet multiple times during the year. In the spring, the elementary schools will host Kindergarten Transition days so parents may tour the schools and receive information to help them and their children prepare for kindergarten. The TCSS will also coordinate with community programs to ensure that parents are informed about available resources.

To ensure that information related to parent programs, meetings and other activities is available to all parents in an understandable and uniform format, each Title I school will make available a calendar of events with information for parents at the beginning of the year. Parent notifications and resources will be sent home in parents' native language, where applicable, and interpreters will be available at parent events and meetings when requested. Information posted on the district website will be translated to the extent practicable. The district will also utilize school telephone systems, school websites, local news media, and other school message systems to post information for parents.

Of School Staff

The TCSS will educate teachers, pupil services personnel, principals, and other staff on how to reach out to, communicate with and work with parents as equal partners and on implementing programs to build ties between parents and schools. The TCSS will also provide information for appropriate school staff and faculty that will focus on creating welcoming environments and improving two-way communication with families. In addition, the Parent & Family Engagement Coordinator will provide opportunities for visits to each Title I school to review and discuss parent and family engagement requirements and initiatives. The district will educate school staff, with the assistance of parents, in the value of parent and family engagement. Parents will actively share ways that ties between parents and the school can be strengthened and sustained.

The TCSS has established a districtwide Parent Advisory Council (PAC) composed of parent representatives from each Title I school to provide advice on all matters related to parent and family engagement in Title I, Part A programs. The district will also encourage collaboration and participation with community partners as part of the PAC.

The TCSS works hand in hand with community organizations, including faith-based organizations, to share parent and family engagement activities and to increase the knowledge base in our community of the importance of family engagement for our students' overall success.



Upcoming Dates:

FOR PARENTS

Quarterly Parent Advisory Council Meetings- open to everyone

Dates posted on school websites &
Administrative Services Center

National Parent Engagement Month November, 2025**

Check the website for special ways to get involved!

District Improvement Forum

Spring, 2026 Administrative Services Center

School Improvement Forums

March -May, 2026 Local School Sites

If your schedule does not allow you to attend the meetings, feel free to call the Federal Programs office for information- 706-812-7900, ext 1148. If childcare is a barrier to you coming to a meeting, check in with us, too. We may be able to help!

FOR SCHOOLS

New School Year Site Training August, 2025

Principal Meetings

As scheduled

Family Liaison Meetings

As scheduled

Parent & Family Engagement

Evaluation

Throughout the year, the TCSS will conduct multiple evaluations of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools. The TCSS will gather input in the form of evaluations at various events at the school level and district level. The TCSS will also meet personally with families in the spring at the School Improvement Forums and District Improvement Forum to gather input.

Regular evaluations, as well as group forums, have the main purpose of obtaining input from parents of children eligible to receive Title I services and designing strategies for more effective parent and family engagement.

The TCSS will use the findings from the various evaluations and forums for continuous improvement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.



Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district Parent & Family Engagement Coordinator will communicate and collaborate with the Office of Student Assignment and other support services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand when feasible.

Development

This district parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual district meetings.

Final revisions to this policy were made on April 15, 2025. The policy will be in effect for the 2025-2026 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children during the first weeks of school.