

Local Educational Agency (LEA)/District Level Parent and Family Engagement Policy/Plan Traditional Template

NOTE TO THE LEA: School districts, in meaningful consultation with parents, may use the sample template below as a framework for the information to be included in their parent and family engagement policy. School districts are not required to follow this sample template or framework, but if they establish the LEA's expectations for parent and family engagement and include all of the components listed under "Description of How District Will Implement Required LEA Parent and Family Engagement Policy Components" below, they will have incorporated the information that Section 1116(a)(2) requires to be in the LEA parent and family engagement policy. School districts, in meaningful consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parent and family engagement and strengthen student academic achievement. (This template is available as a downloadable Word document at partnerships.gadoe.org.)



Local Educational Agency (LEA)/District Level Parent and Family Engagement Policy/Plan

State Schools
[School Year 2026-2027]
June 8, 2026

In support of strengthening student academic achievement, State Schools TITLE I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the LEA's expectations and objectives for meaningful parent and family engagement and describes how the LEA will implement a number of specific parent and family engagement activities, and it is incorporated into the LEA's plan submitted to the Georgia Department of Education.

State Schools] agrees to implement the following requirements as outlined by Section 1116:

- The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- The school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESSA, and each include as a component a school-parent compact consistent with federal law.

- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESSA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state Department of Education.
- The school district will be governed by the following definition of parental involvement/family engagement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of the ESSA:

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

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) 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
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED LEA PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

JOINTLY DEVELOPED

The State Schools will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESSA:

The District Family and Parent engagement policy will be shared with each local school's leadership team / parent advisory council for review, feedback solicitation, and potential revisions. The first TITLE I meeting will be held at the open house meetings for each school the first week of August. The plans will be shared with all parents and stakeholders and opportunity for input feedback and evidence of sharing the plan will be kept on file.

TECHNICAL ASSISTANCE

The State Schools will provide the following coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance, which may include meaningful

consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:

The three State Schools send out weekly news letters to all parents showcasing student achievement, student activities and offer to all parents opportunities to attend special events, school council meetings and provide opportunity for input.

ANNUAL EVALUATION

The State Schools will take the following actions to conduct, with the meaningful engagement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental engagement, and to revise, if necessary, its parent and family engagement policies.

During the annual in-person registration at each school, the parent engagement policy and student compacts are shared and feedback is encouraged. Each local school level parent and family engagement specialist compiles the feedback and edits the document as needed. The final documents are then shared with parents and are available on the school websites.

RESERVATION OF FUNDS

The State Schools will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

During the annual in person registration at each school the parent and family engagement specialists hold the first of their required TITLE I A meetings and share this information. The information is also shared throughout the year during scheduled School Council meetings.

COORDINATION OF SERVICES

The State Schools will coordinate and integrate parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs: ***[Insert programs, such as: Head Start or other public preschool programs; transitioning to middle, high, postsecondary schools, or careers; and other programs]*** fully participating in the education of their children by:

State Schools partner with various technical schools such as the Hutchinson Training Center, Colleges(Georgia State, Mercer University) and community partners (Atrium Health) to support students in accessing and engaging in activities that contribute to successful transition and post-secondary work opportunities.

BUILDING CAPACITY OF PARENTS

The State Schools will, with the assistance of its Title I schools, build parents' capacity for strong family engagement by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy) to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- The challenging State academic standards
- The State and local academic assessments including alternate assessments
- The requirements of Title I, Part A
- How to monitor their child's progress
- How to work with educators

Free virtual ASL classes are offered to parents of DHH students through State Schools' Outreach Programs. Low Vision Clinics are offered monthly at the Georgia Academy for the Blind through the Smokey Powell Outreach Program. Family Engagement specialists at each school offer resources to parents that are specific to their child's disability or need.

BUILDING CAPACITY OF SCHOOL STAFF

The State Schools will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals, and other school leaders, and other staff in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools by:

Family and Parent engagement staff at each school hold at least two annual meetings for parents and all staff that focus on the importance of parent and family involvement to increase student academic achievement and focus on student attendance. GAB offered a 30-unit Braille course to paraprofessionals to help with Braille instruction in the classrooms to improve literacy. Bedrock and Bilingual Grammar are used in the two State Schools for the Deaf to build capacity through targeted professional learning to assist students to become proficient in ASL.

BUILDING CAPACITY FOR INVOLVEMENT

NOTE TO THE LEA: *The LEA parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in meaningful consultation with its parents, chooses to undertake to build parents' capacity for engagement in the school and school district to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESSA:*

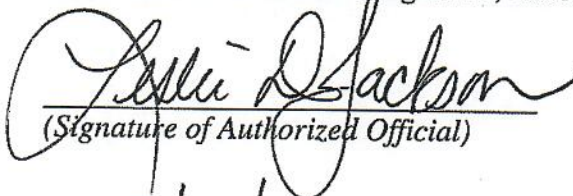
- ☒ Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- ☒ Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- ☒ Paying reasonable and necessary expenses associated with family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- ☒ Training parents to enhance the engagement of other parents
- ☒ Maximize family engagement and participation in their children's education, arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend those conferences at school
- ☒ Adopting and implementing model approaches to improving family engagement
- ☒ Establishing a districtwide parent advisory council to provide advice on all matters related to family engagement in Title I, Part A programs
- ☒ Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family engagement activities

NOTE TO THE LEA: Describe how each discretionary item your district and parents chose will be implemented.

ADOPTION

This LEA parent and family engagement policy has been developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs, as evidenced by meeting notes from the advisory council meetings.

This policy was adopted by the State Schools on 06/08/2026 and will be in effect for the period of the 2026-2027 school year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before August 10, 2026.


 (Signature of Authorized Official)
07/21/26
 (Date)

NOTE TO THE LEA: It is not a requirement that the LEA parent and family engagement policy is signed. This sample template is not an official U.S. Department of Education document. It is provided only as an example.