

Jefferson County School System
Title I Local Education Agency (LEA) Parent and Family Engagement Policy and Plan for 2026-27
(Revisions will be made in July 2026) Revised July 15, 2025

All five schools in the Jefferson County School System are Title I school-wide projects. The school system supports and solicits parent and family engagement of children being served with Title I funds. Parental support and parent and family engagement are essential components for increasing student achievement and ensuring continued success. Opportunities for parental input are available to all through in-person or virtual meetings for meaningful consultation.

PARENT AND FAMILY ENGAGEMENT IN THE SCHOOL SYSTEM PLAN

Parents were involved in the development of the policy through surveys, school panels, school improvement teams, Title I Annual Meetings, focus groups, the early learning community collaborative, and various parent organizations.

AMENDMENT

The school system parent and family engagement policy may be reviewed and amended based on the changing needs of the schools and the parents.

PARENTAL COMMENTS

If the system parent and family engagement plan is not satisfactory to parents of participating children, the school system will consider any parent's comments in regards to the school system plan.

ANNUAL MEETING

At the beginning of each school year, each school will have a Title I Annual Meeting to which all parents are invited and encouraged to attend. Parents are informed of programs and opportunities afforded by Title I.

PARENTS INVOLVED IN SCHOOL ACTIVITIES

All five of the schools in Jefferson County involve parents in school activities in a variety of ways. Some examples include school panels, workshops, weekly newsletters, curriculum nights, and the school system website with beginning of year information for parents. Parents serve on school panels, school improvement planning teams, various parent organizations, advisory groups and focus groups.

SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT

Parents will be involved in the planning, review, and improvement of the Title I schoolwide programs and the school improvement plans in the following ways: surveys, conferences, Title I Annual Meetings, school panels, various parent organizations, curriculum nights, parent compacts, focus groups, workshops, and community reviews.

FLEXIBLE MEETINGS

Based on parental input, flexible numbers and times of parent meetings will be planned for parent and family engagement purposes. If available, funds may be provided for transportation, child care, and/or home visits to involve parents in the education of their children.

ALLOCATION

The school system allocates funds based on guidelines detailed in section 1116 of the Every Student Succeeds Act (ESSA) effective July 1, 2017. Parents have given input agreeing that the school system should reserve more than one percent of the allocation required for parent and family engagement. A parent coordinator is located at each of the three elementary schools. Their primary responsibility is data collection and parent contact. Parents have also expressed an interest in workshops on helping their children with academics, particularly mathematics, which will be a priority for the system and schools as they design workshops for parents.

PARENTAL INPUT

Parental input is highly welcomed and deeply valued concerning both parenting activities and overall school improvement. As a Comprehensive Support and Improvement (CSI) school, Carver Elementary is dedicated to breaking down barriers to engagement, ensuring our diverse family network has a direct voice in our academic recovery. To guarantee robust representation, the school system utilizes a multi-layered approach to gather vital input, routinely asking parents throughout the year for feedback on school improvement plans, parent/school compacts, school and system parent and family engagement policies, and the Comprehensive Local Education Agency Implementation Plan (CLIP). The school system then allocates its funds based on these established needs, which are identified through parent surveys, parent/community advisory groups, and the ongoing school improvement process. In alignment with our CSI accountability goals, all data and feedback collected from Carver parents will be systematically analyzed by the Building Leadership Team to directly shape our Title I funding allocations, targeted academic interventions, and schoolwide improvement goals.

TIMELY INFORMATION TO PARENTS

Schools will work to provide parents with more timely information about school programs, a description and explanation of the curriculum, forms of academic assessment used to measure student progress and proficiency levels students are expected to meet. Parents have given input that they want more advanced notice of meetings and would like to be notified by texts, email, phone calls and the system and school websites. If requested, opportunities will be provided for parents to meet with school personnel to offer suggestions, participate in discussions and decisions relating to the education of their children. Translations are available and a community translator is available on an as needed basis. Parents should check with the principal of the school where their child attends to learn more about how to receive emails and texts for parent notifications and how to access the PowerSchool Parent Portal on the system or school websites.

COORDINATION AND TECHNICAL ASSISTANCE

All five schools in Jefferson County have been school wide projects since 1996. The Director of Teaching and Learning (who is also the Title I Director) and the other Federal Program Directors work with the schools to coordinate services and broker funds for various initiatives. Transitional opportunities will be encouraged and emphasized for middle, high, and postsecondary schools.

COORDINATING AND INTEGRATING WITH OTHER PROGRAMS

The school system works collaboratively with the community to insure that school improvement goals meet the community's needs. Among those partners are service agencies, the local technical college, businesses, law enforcement, parents, and the faith community. Those partners working directly with the school system are Head Start, Pre-K, local day care programs, DFACS, and the Health Department. Georgia Pre-K classrooms are located at the three elementary schools, and Head Start classrooms are housed at Louisville Academy, Carver, and Wrens Elementary Schools.

EVALUATION

Annual surveys are on-line and made available on paper for parents to give input to determine the effectiveness of the program. Through a variety of meetings and other means, parents, community members, and school personnel are asked to review the parent and family engagement strategies established for the year and decide which areas, if any, were not achieved and to target which areas need to be highlighted in the revised policy. Parents have identified the following challenges for participation: communication practices and engaging stakeholders.

STRATEGIES FOR SCHOOL IMPROVEMENT

When a school is identified for School Improvement, a team of teachers, administrators, consultants, and parents will be assembled to research the current program and seek ways to improve it. Parents will be included in the process of looking for strategies to better serve their children and raise the level of academic achievement through school improvement and school council meetings.

DESCRIPTION AND EXPLANATION OF THE CURRICULUM

A description and explanation of the curriculum is given to parents at the open houses and the Title I Annual Meetings, during parent meetings, and during parent-teacher conferences throughout the school year. The information is also provided on the Georgia Department of Education and the school system's websites and in student handbooks.

BUILDING CAPACITY FOR WAYS PARENTS CAN MONITOR THEIR CHILDREN'S PROGRESS AND WORK WITH EDUCATORS TO IMPROVE THE PERFORMANCE OF THEIR CHILDREN

Parents will be encouraged to attend meetings, workshops, and conferences to learn how they can help their children improve their academic performance. Parents may now check their child's grades on-line through the PowerSchool Parent Portal. Parents are encouraged to visit their child's school, volunteer at the school, and participate in school activities. Parents can monitor and support their child's learning by keeping abreast of school procedures, by reviewing progress reports and report cards, by being aware of homework/class work requirements, and working with schools to schedule conferences to help children improve academically in school.

BUILDING CAPACITY IN ALL SCHOOLS TO PLAN AND IMPLEMENT EFFECTIVE PARENT AND FAMILY INVOLVEMENT

The school district will, with the assistance of its schools and parents, educate its teachers, specialized instruction support personnel, principals and other school leaders and 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 through conferences, workshops, focus groups, publications, parent meetings, and online resources. The parent initiatives will, to the extent practicable, be explained and sent home to parents in a language that parents can understand. The school system may pay reasonable and necessary expenses to support parent and family engagement. If available, funds may be provided for transportation, child care, and/or home visits to involve parents in the education of their children.

ROLES FOR COMMUNITY-BASED ORGANIZATIONS

The school system and the schools work with community groups, civic clubs, faith-based organizations and the local technical college to provide information about opportunities for organizations and businesses to work together with parents and schools. These organizations and businesses provide such services as reading volunteers, testing monitors, career day speakers, mentors, and special programs.

DISTRICTWIDE PARENT ADVISORY COUNCIL

Schools involve parents through school panels, various parent organizations, parent surveys, and advisory councils to provide input to school programs. The school system collects and assimilates the input for the system policy.

PARENT RESOURCE CENTERS/ROOMS

Even though the schools do not have formal Parent Resource Centers, parents will be provided with opportunities and/or information to learn about child development and child rearing issues that are designed to help parents become full partners in the education of their children. Other parenting resources, computers for public use, and early literacy materials are available at each of the three public libraries in the county.

PROVISION FOR LEP AND DISABLED PARENTS' ACCESSIBILITY

To the extent possible, information related to schools, meetings, and other activities will be sent to the homes of the participating children in the language used in such homes. In carrying out the parent and family engagement requirements, schools, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form such parents understand. ESOL, migrant, and special education services will be used as resources as needed to carry out this process.

This policy shall be distributed to parents and placed on the system website.

Jefferson County School System website: <http://www.jefferson.k12.ga.us>

For more information or questions about Title I, contact: Teris F. Lambert at (478) 625-7626 or at lambertt@jefferson.k12.ga.us.