Tattnall County School District Level
Parent and Family Engagement Policy/Plan
School Year 2026-2027
[Revision Date 6/9/2026]

In support of strengthening student academic achievement, Tattnall County School District receives 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.

The Tattnall County School District 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 **Tattnall County School District** 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:

Each spring all parents are given the opportunity to complete a survey that will provide input into the academic needs of students and provide information to guide parent and family engagement in the CLIP as well as the LEA and School Parent and Family Engagement Policies/Plans. Parent surveys are completed at local PAC meetings, on paper, by interview if necessary, at school activities where parents are present, and online. Parents have multiple opportunities to participate.

Parents also have the opportunity to provide input at the end of the Title IA meetings, PTA/PTO meetings, open houses, school councils, and other school meetings. Parents have the opportunity to list areas that they would like addressed in future meetings as well as the time and date of the scheduled meetings.

All spring surveys are compiled and results are included in the District Improvement Plan. The CNA team (educators, parents, teachers, and stakeholders) are involved in the survey process and use the results to update the District Parent and Family Engagement Policy/Plan for the upcoming year. The revised District Parent and Family Engagement Policy/Plan is placed on the district and school websites for review and sent home by each Title I student on or before October 31, 2024 in the Tattnall County School District's parent and student handbook.

Parents and community stakeholders are involved in the process of district and school review and improvement on an ongoing basis. A joint meeting is held by all schools (including parents and stakeholders) at the schools to review and discuss needed updates and changes to the individual School Title I Plan, School-Parent Compact, 1 percent Parent and Family Engagement funds, District Improvement Plan, District Parent and Family Engagement Policy/Plan, and the School Parent and Family Engagement Policy/Plan. The reviewed plans are sent home to all parents of Title I students in the fall of each year and posted on websites. Notices are provided to parents of the meetings by letter sent home by each Title I student, placed on outside school sign, and/or on Class Dojo, Remind and other social media.

TECHNICAL ASSISTANCE

The **Tattnall County School District** 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 Tattnall County School District employs a district-wide Parent and Family Engagement Coordinator that provides support to assist in planning and implementing ef ective parent and family engagement. The district-wide Parent and Family Engagement Coordinator works with each school's personnel as well as the community. Each year the district Title I Parent and Family Engagement Coordinator, Federal Programs Director and Curriculum Director provide ongoing technical assistance and support to all Title I schools to ensure parent and family engagement requirements are being satisfied and implemented to increase academic student achievement. The technical assistance occurs through in person meetings, email and phone calls. The Title I Parent and Family Engagement template, School Improvement Plan template, and the School-Parent Compact template are emailed to the Academic Coaches and Principals for review. A timeline is set for each school to turn in their CNA information, Parent and Family Engagement Plan, School-Parent Compact, and their School Improvement Plan. The plans are evaluated by the Federal Programs Director according to the GaDOE Schoolwide Program checklist. Plans needing revision are returned to the Principal or Academic Coach at each school as needed during the year for corrections and/or revisions. Academic Coaches and principals are provided notifications and resources from GaDOE webinars throughout the school year by the district to improve and strengthen parent and family engagement.

ANNUAL EVALUATION

The **Tattnall County School District** 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/plan to design evidence-based strategies for more effective parental engagement, and to revise, if necessary, its parent and family engagement policies/plans.

All Title I parents are provided a survey in the spring of each year. The online survey is posted on the district's website and each Title I school's website. Paper copies of the survey are provided upon request as needed. Parents have multiple opportunities to complete the survey. The survey consists of questions about parent and family engagement and the content and ef ectiveness of the Parent and Family Engagement Policy/Plan, barriers to participation, building partnerships and working with families, transition services, parent and family engagement 1% budget, and future topics for meetings. Parents have the opportunity to provide written or oral comments at each Title I District or

School meetings during the year.

The survey results are noted in the Comprehensive Needs Assessment plan for the district and each school. Results are also shared at the combined meeting to review and revise yearly plans during the spring at which parents and stakeholders are present. Results are used to update the Parent and Family Engagement Policy/Plan for the following year. The Parent and Family Engagement Policy/Plan is distributed to all Title I students in the district student handbook, posted on the district and school websites, and made available to the community on or before October 31, 2024. As new students enroll in the district, they are given the district student handbook with the Parent and Family Engagement Policy/Plan on their enrollment date.

RESERVATION OF FUNDS

The **Tattnall County School District** 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.

Parents are given the opportunity to provide input on how the 1% family engagement funds will be used in the upcoming year at school and district parent input meetings as well as through the annual written or online survey each spring. The survey asks for suggestions of ways to spend the parent and family engagement funds.

COORDINATION OF SERVICES

The **Tattnall County School District** 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: ***Head Start, Kiddie Kastle/Telamon, Migrant, ESOL, and transitioning to middle, high and post-secondary schools*** that encourage and support parents in more fully participating in the education of their children by:

Invitations to parent meetings are in an understandable uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents understand. Notice of meetings are placed on district and/or school social media (Class Dojo, Remind, Facebook), on district and/or school websites, and on outdoor signs at schools. Students and parents in Head Start and Kiddie Kastle/Telamon (migrant pre-k) are given the opportunity to visit the elementary schools in which their children will be enrolling. Migrant parents are given information on Pre-K enrollment procedures and dates at the spring migrant PAC meeting. The Tattnall Migrant Program coordinates services and provides the Exito Program for migrant three and four year olds who do not attend Kiddie Kastle/Telamon or Pre-K programs. The yearly spring parent meeting is held for ESOL and Migrant parents to discuss needs specific to those learners. Migrant and ESOL parents are sent home instructions in Spanish and English and invited to complete the Migrant Program and ESOL Program Survey. Also, all migrant and ESOL students in grades 3-12 have a chance to complete the student survey. The middle schools provide a transition experience held at each middle school for all 5th graders going to 6th grade in the spring. They also hold a transition meeting for the 5th grade students' parents. The high school holds a 9th Grade First Day for incoming freshmen students for a transition experience. The high school also holds 8th to 9th grade orientation and registration for students and parents. The high school holds a college and career fair and dual enrollment parent and

student meetings. The Tattnall County School District strives to ensure that parents and other family stakeholders are involved in the process of successful transitioning as well as making sure they are of ered opportunities to become familiar with the new school and staf . The Tattnall County School

District actively participates in Family Connection meetings and projects. The school district collaborates with the Public Library throughout the year.

BUILDING CAPACITY OF PARENTS

The **Tattnall County School District** 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

Each school holds a yearly Title I Annual Meeting to review the requirements of Title I, Part A. Additional meetings are held in which several topics are discussed including the use of PowerSchool to monitor student's assignments and grades, Georgia Milestones assessment, literacy, how to use technology, and information about the harms of copyright piracy. Schools also provide newsletters to parents to provide tips and ideas on helping their children with core content subject areas. Information is sent home to parents via written correspondence with students in parent communication folders for grades K-5 and given to the other students. Most students in grades 6-8 are provided an agenda. Information is also posted on district and school websites and social media. Parents are able to suggest areas of needed training for parent meetings on the spring survey.

BUILDING CAPACITY OF SCHOOL STAFF

The **Tattnall County School District** 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:

Meetings with teachers and instructional staf are held during each nine weeks period to help educate our staf on public and parent relations and the importance of this type of interaction between home and school. These meetings are held during preplanning, regularly scheduled faculty/staf meetings, and/or ongoing grade/department level and professional learning community meetings. The meetings are standardized across the county. First nine weeks topic – How to reach out to, communicate with, and work with parents as equal partners; Second nine weeks topic – Value and Utility of Contribution of Parents; Third nine weeks topic – Implement and Coordinate Parent Programs; Fourth nine weeks topic – Build ties between parents and schools. The information and schedules for these meetings are emailed to the principals and/or academic coaches at the beginning of the year.

BUILDING CAPACITY FOR INVOLVEMENT

The **Tattnall County School District** will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: • *Provide an interpreter as needed for parent meetings*

• *Provide written communication in a language parents can understand • Maximize family engagement and participation in their children's education, arranging school meetings at a variety of times between teachers or other educators who work directly with participating children*

ADOPTION

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

This policy/plan was adopted by the **Tattnall County School District** on **June 9, 2026** and will be in effect for the period of the 2026-2027 school year. The school district will distribute this policy/plan to all parents of participating Title I, Part A children on or before October 31, 2026.

2026-2027
Revised June 9, 2026
Tattnall County School System
146 W. Brazell Street
Reidsville, Ga 30453