

WELCOME TO THE WEBINAR

Building Staff Capacity

The Family Engagement Partners Network

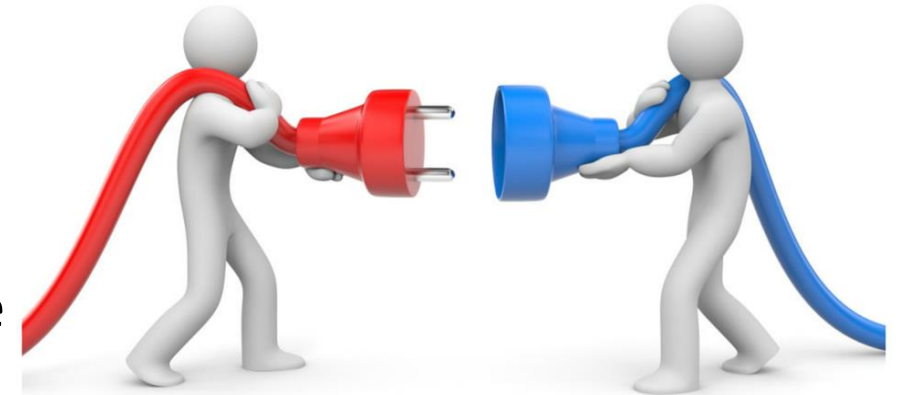
August 23, 2017

Dawn Scott, Family-School Partnership Program

Objectives

- Provide strategies and ideas to build the **“staff’s”** capacity to work together with parents as equal partners.
- Highlight our Family Engagement Partners best practices to spark ideas and generate strategies to create and implement a plan of action.
- Explore online resources to guide your district’s capacity to implement meaningful parent and family engagement with faculty and staff members.

Disclaimer: We do not endorse any non-Georgia Department of Education websites or products contained within these pages or through external hyperlinks. These webpages and documents provide only a sampling of available resources and in no way should be considered an exhaustive list of available resources. It is at the discretion of individual districts and schools to determine appropriate resources to serve stakeholders. Email dscott@doe.k12.ga.us to recommend additional resources.



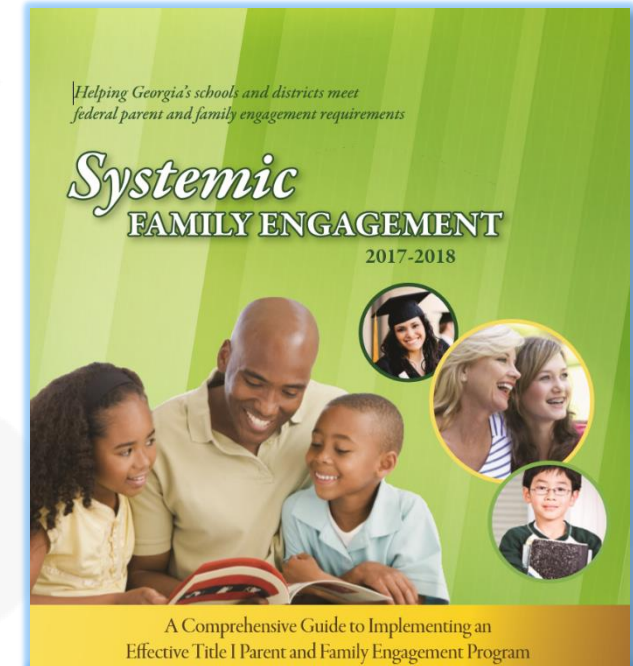
— THE —
POWER
Of Connections

ESSA: Building Staff Capacity



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Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, 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 the school;



2017-2018 *Systemic Family Engagement* Guide
(aka "The Handbook") at <http://partnerships.gadoe.org>



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OPTION I

The Family Engagement Coordinator and School Counselor at Career Ready High collaborated and delivered a presentation together entitled, *Attendance and Data Talks*, for parents and family members to discuss the effects of daily attendance and student academic achievement.

OPTION II

The Family Engagement Coordinator and Family Action Team at Career Ready High collaborated and delivered a presentation together entitled, *Educating Staff to Build Ties Between Parents and the School*, for all of their faculty and staff members to train on how to successfully work together with parents as equal partners.

Which is the best example of Building Staff Capacity?



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OPTION I

Utilizing the parent feedback forms from the Annual School Improvement Forum, the Family Engagement Coordinator, along with the leadership team, created an unique online training webinar in August entitled, *Communicating with Parents*, for all faculty and staff members. Throughout the presentation, participants were periodically asked questions to facilitate the discussion process. Afterward, a recording link and corresponding handouts were submitted to the non-attendees via email.

OPTION II

The Family Engagement Coordinator distributed a one-time *Communicating with Parents* handout in the teachers' mailboxes in the month of March.

Which is the best example of Building Staff Capacity?

ESSA: Building Staff Capacity



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Superintendent
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8. Communication and Community Relations

The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.

- Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- Provides a variety of opportunities for parent and family involvement in school activities.
- Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

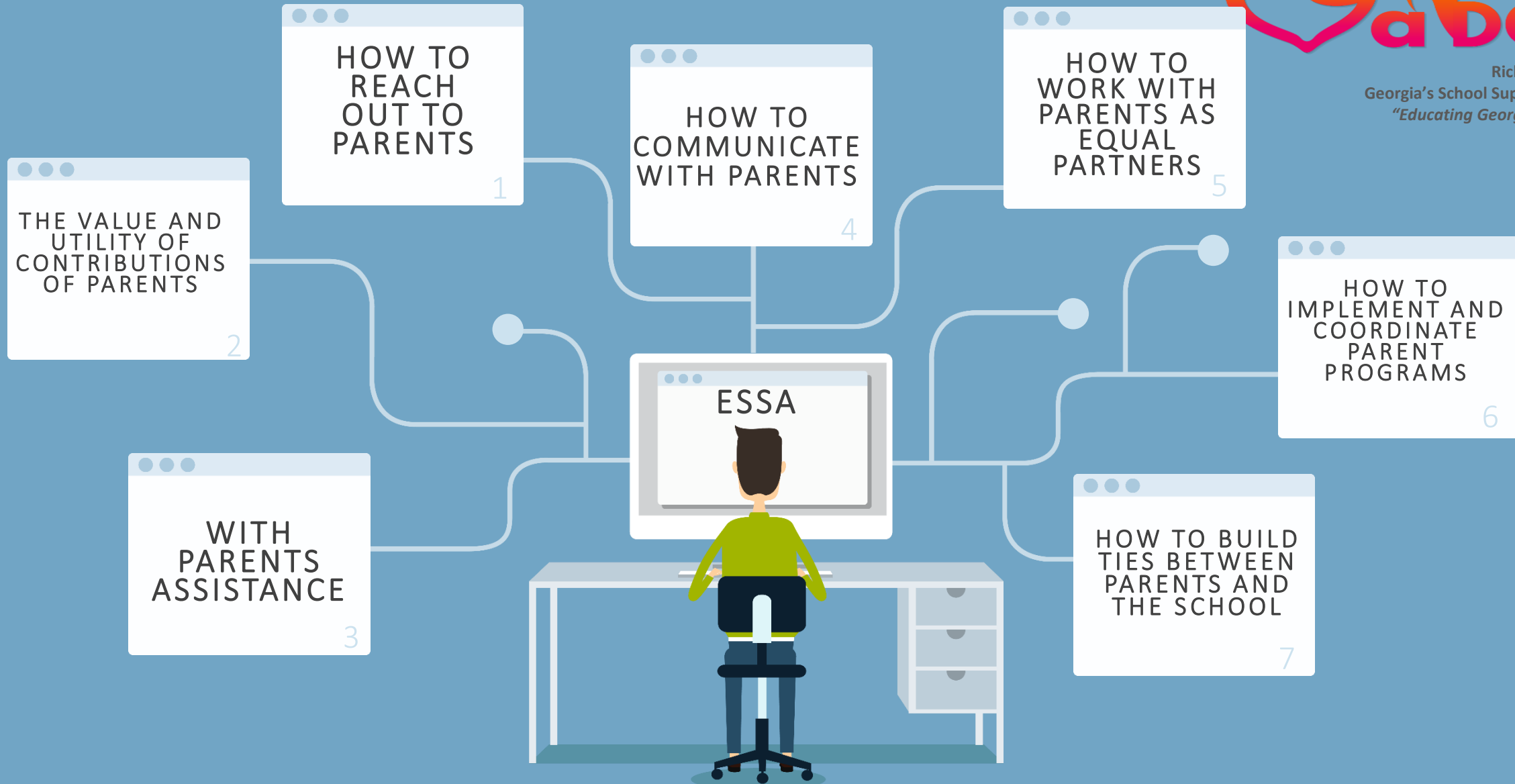
10. Communication

The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

- Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
- Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.
- Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.
- Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
- Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.
- Adheres to school and district policies regarding communication of student information.
- Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.
- Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).
- Uses modes of communication that are appropriate for a given situation.

How is your District/School Building Staff Capacity?





Building Staff Capacity

MONITORING CHECKLIST (with Parents' Assistance)

Meaningful Consultation with Parents, Families, and the Community

1. Evidence: The LEA must provide evidence of parent input for each of the following required compliance components, a-d.

- a. Input into the School Parent and Family Engagement Policy
- b. Input into the School-Parent Compact
- c. Input into Building School Staff Capacity with assistance of parents
- d. Input into the 1% set-aside for parent and family engagement activities, if LEA receives more than \$500,000 in Title I, Part A funds

Meaningful Consultation with Parents, Families, and the Community

1. District developed monitoring checklist of Title I School's required documentation or the Georgia Department of Education's Parent and Family Engagement Input Checklist. This checklist must document the following and be signed by the district level representative:

The LEA must provide multiple opportunities for parents to have meaningful input into the revision and development of each compliance component:

- 9.1a School Policy 9.1b Compact
- 9.1c Capacity 9.1d 1% set-aside

At least two separate opportunities for input must be provided to parents and documented.



Continue



the MINUTES

Continue



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Value & Utility of Contributions of Parents

Educators realize parents are the child's first teacher and values the input and contributions they make towards their success and academic achievement. Strategies are identified to support successful school and family interactions.

Continue

Leadership *Listens*

They are your schools! Your voice is needed!

Being able to present issues and ideas to school system leaders isn't always convenient for everyone's schedule. That's why Henry County Schools is hosting five meetings this school year, rotating to a different voting district each time, to give community members from all corners the opportunity to meet and share ideas and issues with Henry County Schools' senior administrators. School councils are strongly encouraged to attend to share any ideas or issues pertaining to their respective school.

Meetings are a drop-in format and open to everyone!

Tuesday, Mar. 21 6-8 p.m.
Austin Road Elementary District 5



Henry County Schools

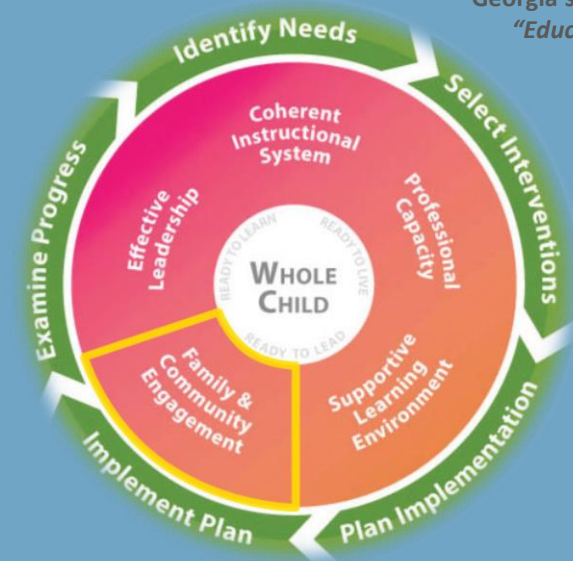
Empowering families: What processes are in place at the district level to ensure that families are empowered to be advocates for their own and other children? Describe the effectiveness of existing processes.

Open discussions at Board meetings, Leadership Listens "town hall" style meetings, open door policy of our Central Office. Mailing of District level Title I Parent Involvement Plan and Title Times Newsletter explaining benefits of Title I to all parents with children attending a Title I School. District website featuring helpful information to all parents as well as contact information for all district level administrators and programs. There is also a Title I District page that is designed to inform parents of Title I programs/services.

Section One



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Engagement Now E...



A show that enables parents to engage in meaningful dialogue with content experts, on topics that are important to them.

select episodes

1/30 EngageMEnt Now! - Episode 101 (Family Engagement)



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GEORGIA CYBER *on my mind*

Welcome to the
August 2016
District Town Hall Meeting

We will begin at 7:00 pm



0:00:06



0:27



**GEORGIA
CYBER
ACADEMY**

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How is your District/School Building Staff Capacity?



Section Two



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How to Reach out to, Communicate with, and Work with Parents as equal partners

Districts and Schools dedicates time and resources for regular two-way meaningful communication with family members and creates ongoing partnership opportunities.

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Customize
and Use.



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WELCOME!

Virtual Connections:
Continuous Communication with Families in the Digital Age
Building School Staff Capacity

June 20 – 21, 2017
Federal Programs Summer Conference



School-Improvement/Federal-Programs/Partnerships/Pages/Parent-Engagement-Program.aspx



Search this site...

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Offices & Divisions - Programs & Initiatives - Data & Reporting - Learning & Curriculum - State Board & Policy - Finance & Operations - Contact

School Improvement → Federal Programs → Partnerships

Family-School Partnership Program

Input
ESSA State Plan
Annual Evaluation
State Superintendents' Parent Advisory Council (PAC)

Policies

Compacts

Building Capacity
Academic Parent-Teacher Teams (APTT)
Parent Capacity
School Staff Capacity

Disclaimers

NEW!
Compacts
New Compact templates and guidance for 2017-2018 are available on the Compacts page.

New FY18 Innovative & Traditional Policy Templates for LEAs and Schools

Georgia Family Engagement Unconference

Contact Information
Family-School Partnership Program Contact List
Join us on Facebook
Follow us on Twitter
Visit us on YouTube

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What is Communication?



Initiate, Maintain, and Build Relationships

How do you Build Trust?



- Clear Purpose
- Relevant
- Timely
- Responsive



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YouTube interface showing the HarvardEducation channel page. The channel name is HarvardEducation with 24,998 subscribers. The page displays two video thumbnails:

- Linking Family Engagement to Learning: Karen Mapp's '8 for 8'**
HarvardEducation • 12K views • 2 years ago
Eight Harvard Ed School faculty members have eight minutes each to present their bold ideas for impact.
- Usable Knowledge: Karen Mapp's Framework for Family and Community Engagement**
HarvardEducation • 5.7K views • 2 years ago



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Name: _____ School: _____

Title I Family Engagement 2016-2017



After watching the two video segments

<http://teacher.scholastic.com/products/face/framework.html> related to

Opportunity Conditions answer the following questions:

OPPORTUNITY CONDITIONS	Process Conditions
	• Linked to learning
	• Relational
	• Development vs. service orientation
	• Collaborative
	• Interactive

1. **Linked to Learning** - Does your school conduct workshops or parent events that are linked to student learning? If so, can you name one?
2. **Relational** - How are you, in your school role, building trust and partnerships with the families of your students?
3. **Service Oriented** - How are you assisting families with building on their strengths to assist student learning?
4. **Collaboration** - Name a time when your school conducted or will conduct an event where families were not talked at, but taught how to work with the school and/or their children on academics?

Name: _____ School: _____

5. **Interactive** - Do you plan events or workshops for parents where they interact and have hands on learning ?

OPPORTUNITY CONDITIONS	Organizational Conditions
	• Systemic: across the organization
	• Integrated: embedded in all programs
	• Sustained: with resources and infrastructure

Organizational Conditions:

Where do you think your school and the district needs to improve on organizational conditions?

This completed form serves as verification that I participated in training related to Title I Family Engagement by watching both videos associated with The Dual Capacity Framework Opportunity Conditions.

Signature

Date

Return by _____ to _____



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CONNECTING the CNA!

FY18



Communicating Effectively

Empowering Families

Welcoming All
Families & Community

Collaborating with
Families & Community



Continue

FY18

CONNECTING the CNA!

1st Marking Period – Communicating Effectively --- we try to keep it simple the 1st marking period

Series of five emails with communication tips --- found in livebinder
Pick one day a week to send
Document with email and attachment

2nd Marking Period – Welcoming All Families & Community

All staff/ face to face/interactive---- this is where they will be using the module on family friendly schools. Each school will be doing family friendly walkthroughs and discussing needed changes.

*Email contents from Dr. Debbie Burnette, Title I Program Manager,
Savannah Chatham County Public School System*

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FY18

CONNECTING the CNA!

3rd Marking Period – Empowering Families

Video- based on feedback from our Family Engagement Advisory Council November 30th. We will be creating a video of families talking about their school experiences which will be shared with all Title I school staff.

4th Marking Period – Collaborating with Families & Community

Compacts/ Policy/Forum/Surveys --- staff work with families on creating compacts & family engagement policies

*Email contents from Dr. Debbie Burnette, Title I Program Manager,
Savannah Chatham County Public School System*

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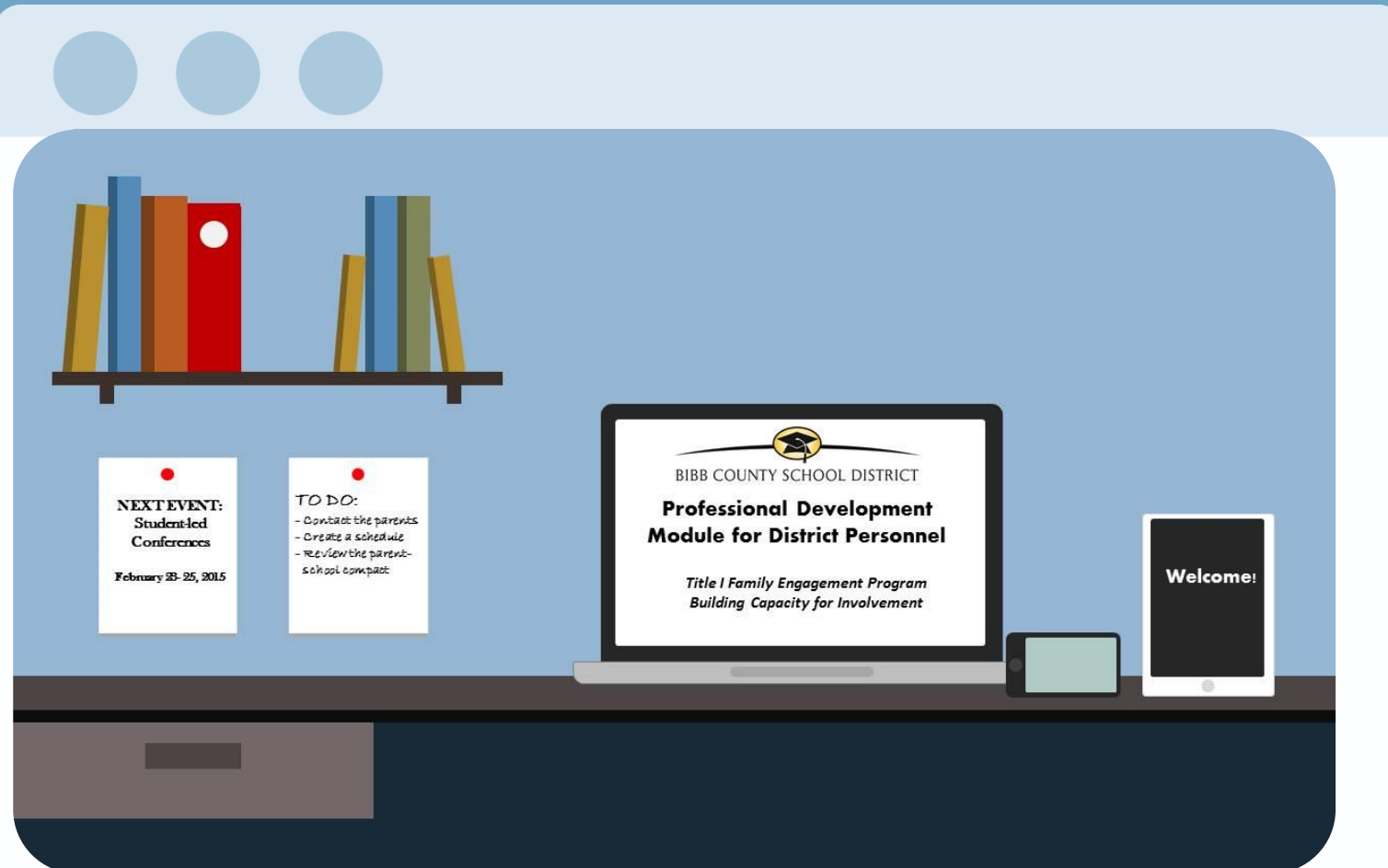
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How is your District/School Building Staff Capacity?





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BIBB COUNTY SCHOOL DISTRICT



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Parent Communication Through the Parent's Eye

PULASKI
COUNTY SCHOOLS
HAWKINSVILLE, GEORGIA

August 29, 2017

3:30 p.m.

PCES Lunchroom

- | | |
|-----------------------------|---------------------------------|
| 1. Welcome | Staci Vickers, Title I Director |
| 2. Results from Surveys | Staci Vickers |
| 3. Introduction of Speakers | Delilah Carr |
| 4. Presentation | |

Maggie Bloodworth, Pulaski County's representative for the Superintendent's Parent Advisory Committee, and a PCES parent, and Cynthia Criss, the Special Education Parent Liaison, will make a presentation on good communication strategies on relating to parents. This training will build capacity in the staff as to how to have effective communication between parents and teachers.

PCES and PCMS faculties and staff will be in attendance.

Communication between parents and the schools was a need that was indicated in our annual surveys by parents, teachers, and community members. Some comments made on the surveys were "Parents and teachers need to collaborate more" and "there is poor parental involvement in the upper grades."

*Comments made
on the survey were
"Parents and
teachers need to
collaborate more"*

Continue



Columbia County School System, GA

Author Credit: Mia MacKeekin

Continue

Parent Engagement CHALLENGE

Let's start the New Year on a positive note! Use the choice board below to **engage your parents** in as many positive ways as possible from **now until May 5, 2017**. When you complete one of the strategies below do the following: check it off, date it, & attach documentation (phone log, newsletter, note, etc.) You can submit up to two of each strategy. Turn everything into Michele Campbell by May 5th. **The teacher in each grade or department who completes the most strategies will receive 5 jeans coupons!**

<p>Online Foster an online presence: Post comments, homework, requests, & inspiration through a blog or class website.</p> <p>Completed: _____ Date: _____</p>	<p>HOST Host an activity during a school day that invites and incorporates families into what your students are learning (readers theatre, poetry café, & much more)</p> <p>Completed: _____ Date: _____</p>	<p>Photo Add a photo to your emails, newsletters, or other communication tools. People work better with a face.</p> <p>Completed: _____ Date: _____</p>	<p>ASK More people volunteer when asked. Ask families to get involved in your classroom in some way.</p> <p>Completed: _____ Date: _____</p>
<p>CHECKLIST Create a checklist of how families can get involved in your classroom or grade level. Send to parents to fill out.</p> <p>Completed: _____ Date: _____</p>	<p>Gamify Create a game out of involvement. Give family's points, badges, etc.</p> <p>Completed: _____ Date: _____</p>	<p>Thank Tell your parents THANK YOU in a variety of ways for any thing you see fit.</p> <p>Completed: _____ Date: _____</p>	<p>Inventory Take a family inventory to find out all of the special skills and interests you can call upon for different activities during the year.</p> <p>Completed: _____ Date: _____</p>
<p>TECHY Use 21st century technology to communicate with parents: Dojo, Remind101, & more.</p> <p>Completed: _____ Date: _____</p>	<p>Train Hold a classroom or grade level parent training to teach parents about an academic topic: reading level, math games, writing expectations, etc.</p> <p>Completed: _____ Date: _____</p>	<p>Brainstorm Get their opinion & feedback. Find out why parents aren't involved or what they want to get involved in.</p> <p>Completed: _____ Date: _____</p>	<p>Inform Share research with parents about the importance of being involved and how to help their child at home academically.</p> <p>Completed: _____ Date: _____</p>

Total # Completed: _____



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Ideas for Building School Staff Capacity

The following are suggestions for building school staff capacity to partner with parents and family members in their child's academic achievement. Please use the Georgia Department of Education (GaDOE) Family-School Partnership Program's *Checklist for Building School Staff Capacity* available on the School Staff Capacity webpage

at <http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/School-Staff-Capacity.aspx>, or your school district-developed checklist, to document your Title I school staff's participation. Note that this is not an exhaustive list of ideas.

If you would like to recommend a resource that has been effective with your school staff in building their capacity in working with parents and family members, please send your ideas to the GaDOE Family-School Partnership Program staff at <http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Contact-Us.aspx>. This document will be updated at least annually.

Video Discussion

For faculty meetings, professional development sessions, or online platforms, prepare reflection questions based on the topic of the video relevant to family engagement. Provide the reflection questions to participants and watch a video together (or email the link to the video and the reflection questions). Ask participants to reflect on the questions individually. After giving them time to reflect on the video and the topic, depending on the number of participants in the meeting, ask them to pair with someone near them or in smaller groups. To debrief, discuss their responses as a whole group or ask for volunteers to share the key points in their discussion. Below are links to videos you may want to use for building school staff capacity.

State School Superintendent's Parent Advisory Council Video Series



The GaDOE recorded several members of the 2015 State School Superintendent's Parent Advisory Council for a video series called *What Parents Want Schools to Know*. Titles such as "[How to Communicate](#)" are part of this video series. Each video in this series is less than 2 minutes. The entire video series is available on the Family-School Partnership Program's YouTube Channel at bit.ly/gadoeparentsyoutube

District Teachers of the Year Videos on Engaging Parents



2016-2017 School District Teachers of the Year



The GaDOE Family-School Partnership Program asked the 2017 Georgia District Teacher of the Year recipients to submit a video of themselves on the topic of how to engage their students' parents. Watch Susan Donlin from Marietta City Schools, Jamie Lynn McFarland from Gwinnett County Schools, Dominique Vidal Nichols from Bibb County Schools, and Suzette Weinhardt from Fayette County Schools as they share their tips on effective family engagement and why engaging parents is important at bit.ly/gadoeparentsyoutube.

Videos from National and Other States' Efforts on Family Engagement

Below are links to brief online videos featuring parents, educators, national leaders in family engagement.

A Parent Reflects on Building Relationships with Teachers (3.5 min)

<https://www.youtube.com/watch?v=vbyhao0FtaQ>

The Power of Family-Teacher Partnerships (4 min)

Interviews with teachers
<https://www.youtube.com/watch?v=vNdwJTKuHDw>

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Dr. Karen Mapp Shares Advice for Educators on Family and Community Engagement Strategies (Approx. 2 minutes)
<https://www.youtube.com/watch?v=6j-Hk15vIS4>

Effective Family and Community Engagement by Dr. Karen Mapp (Approx. 2 minutes)
<https://www.youtube.com/watch?v=u-zlb5wVUAs>

Parent Engagement Overview (Institute for Responsive Education) What Does Research Say (Approx. 2 minutes)
<https://www.youtube.com/watch?v=sZrfXFDCMrc>

Spotlight on Georgia School Systems' Family Engagement Practices

The GaDOE Spotlight webpage features academically-focused best practices from Family Engagement Coordinators and other local Title I Staff from across the state of Georgia. Brainstorm ideas to build school staff capacity based on examples from other district and school staff in Georgia who are implementing effective family engagement practices. The Spotlight webpage is located at <http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/PIC-Spotlight.aspx>

Self-Paced, Online Course



Introduction to Family Engagement in Education
Learn about successful collaborations between families and educators and why they lead to improved outcomes for students and schools.

<https://www.edx.org/course/introduction-family-engagement-education-harvardx-gse4x>

Another idea for Building School Staff Capacity would be to ask school staff to take Harvard University's online course on family engagement at their own pace. This online course is offered through HarvardX as a complimentary professional development opportunity for those who are interested in family engagement. There's also an option to pay a fee to receive a certificate of completion.

The *Introduction to Family Engagement* course weaves the latest research and integrates videos of researchers, parents, students, teachers, and other partners. If you promote this online course, you'll need to decide whether each school staff member should finish all the modules within the course or if you'll provide them with a specific number or topics. Then they would indicate to the school principal, Family Engagement Coordinator, or other Title I designee

that they completed the required number of modules. Please document their participation as evidence of engaging in building school staff capacity.

Social Media



From Monday through Friday, the GaDOE Family-School Partnership Program posts on its social media accounts links to news articles, research summaries, infographics, family at-home activities, national trends, and other postings about family engagement. Share these links with your school staff along with response questions in an email or during a faculty meeting or other in-person sessions. The GaDOE Family-School Partnership Program social media accounts are listed below.

Follow us on Twitter: [@GaDOEPartners](https://twitter.com/GaDOEPartners)

Like us on Facebook: <https://www.facebook.com/GaDOEPartnerships>

Professional Development Sessions

Virtual Connections



The GaDOE Family-School Partnership Program presented a session during the 2017 Federal Programs Summer Conference called *Virtual Connections: Continuous Communication with Families in the Digital Age*. Use the presentation slides with your school staff to discuss the varied range of online strategies to communicate with parents and family members of your students. Download the GaDOE presentation file from the School Staff Capacity webpage at





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<http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/School-Staff-Capacity.aspx> and customize the content to your school or school district.

Georgia Family-Friendly Partnership School Initiative



The GaDOE Family-School Partnership Program developed presentation slides and handouts to help school teams assess their welcoming environments. Visit the Georgia Family-Friendly Partnership School Initiative webpage at <http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Georgia-Family-Friendly.aspx> or http://bit.ly/ffps_learn and customize a session to build your school staff capacity. This webpage is your "one-stop shop" to download a virtual tour of a model family-friendly elementary and middle-high schools, presentation slides, scenarios for elementary and middle-high schools, sample parent surveys in English and Spanish, a sample parent survey for virtual schools, and a walk-through exercise. These resources were designed for school teams to work together with parents and the community to enhance your school's welcoming environment.

School-Parent Compacts



Dust off your School-Parent Compacts throughout the school year! After your school's distribution of the finalized School-Parent Compact(s), continue to use the compact as a tool to

build school staff capacity in communicating with parents on how their child is progressing on the identified academic goals. Provide guidance to teachers and other educators at each Title I school on revisiting with parents the academic goals written in the School-Parent Compact and giving an update on how their child is improving in the identified skill areas. *GaDOE Monitoring Tip: A meeting with school staff on revising the School-Parent Compact is considered an input meeting rather than a session on Building School Staff Capacity.*

Improvement Plans



In 2017, the GaDOE launched the Georgia's Systems of Continuous Improvement framework. This framework guides improvement at both the district and school level to support student academic achievement. As the graphic shows, the whole child is placed at the center of all our improvement efforts. Surrounding the child are the five systems of *what* to improve and the outer rim of the graphic depicts the *how* of the improvement process.

Each school district in Georgia submits a District Improvement Plan to the GaDOE based on an analysis of needs and root causes identified during its Comprehensive Needs Assessment (CNA) process. Some schools may also be using a School Improvement Plan template like the District Improvement Plan template. These templates include S.M.A.R.T. (specific, measurable, attainable, relevant, and time-bound) goals and action steps as outlined by the five systems, one of which is the Family and Community Engagement System.

One school staff capacity idea, would be to have staff review the details of the Family and Community Engagement System described in the District or School Improvement Plan. During this review staff could revisit S.M.A.R.T. goals, action steps, the person(s) responsible for each action step, the subgroups, and the timeline and then ask the following questions from the perspective of family engagement considerations: What is the school's progress on each action step? Are the students making progress toward achieving the S.M.A.R.T. goal? Are parents and community partners engaged in helping the school staff reach the S.M.A.R.T. goal? For a copy of the District Improvement Plan template and the School Improvement Plan template, visit the GaDOE Office of Federal Programs webpage at <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx> under "Improvement Plan Resources". *GaDOE Monitoring Tip: Be sure to use the GaDOE Checklist for Building School Staff Capacity or your school district-developed checklist to maintain documentation of the review session(s), such as meeting agenda, notes taken, sign-in sheets, etc.*



Section Three

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[Insert Your LEA Logo Here]

Checklist for Building Capacity of School Staff

Based on the Every Student Succeeds Act, Title I, Section 1116

The district office using this or a district-developed checklist must document at least 2 or more options per semester at each Title I school.

School Name: _____

Name of Meeting / Date of Meeting /
Communication Topic: _____ Communication: _____

Documentation	
<u>Primary Method: In-Person or Online Faculty Meetings / Sessions</u> <input type="checkbox"/> Agenda with date <input type="checkbox"/> Sign-in sheet with date and role such as: <input type="checkbox"/> teachers <input type="checkbox"/> specialized instructional support personnel <input type="checkbox"/> principals <input type="checkbox"/> other school leaders <input type="checkbox"/> other staff <input type="checkbox"/> Meeting Minutes / Notes / Summary / Handout / Presentation Slides to document discussed topics such as: <input type="checkbox"/> the value and utility of contributions of parents <input type="checkbox"/> how to reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> implement and coordinate parent programs <input type="checkbox"/> build ties between parents and the school <input type="checkbox"/> Feedback / Evaluation Form	<u>Secondary Method: Continuous Communications</u> <input type="checkbox"/> Copy of communication with date addressed to school staff such as: <input type="checkbox"/> teachers <input type="checkbox"/> specialized instructional support personnel <input type="checkbox"/> principals <input type="checkbox"/> other school leaders <input type="checkbox"/> other staff <input type="checkbox"/> Copy of email / screenshot of staff portal / social media posts / online training videos / tip sheets / flyers / handouts / brochures / websites focused on topics such as: <input type="checkbox"/> the value and utility of contributions of parents <input type="checkbox"/> how to reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> implement and coordinate parent programs <input type="checkbox"/> build ties between parents and the school

Title I schools in partnership with the Georgia Department of Education to implement Academic Parent-Teacher Teams (APTT) with fidelity will have met the requirements of building capacity for both school staff and parents.



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Why?
Each Title I school shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, 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 the school - Section 1116(e)(3)

Documentation of Other Activities
<input type="checkbox"/> Accessibility: School staff have been trained on sending information to parents in a format and, to the extent practicable, in a language the parents can understand <input type="checkbox"/> Coordination of Services: To the extent feasible and appropriate, school staff have discussed the coordination and integration of parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs <input type="checkbox"/> Activities: School staff have reviewed feedback from parents and discussed other activities that encourage and support parents in more fully participating in the education of their children, i.e., parent resource centers, or the following: <input type="checkbox"/> Agenda with date <input type="checkbox"/> Sign-in sheet with date and role <input type="checkbox"/> Meeting Minutes / Notes / Summary / Handout / Presentation Slides <input type="checkbox"/> Feedback / Evaluation Form <input type="checkbox"/> Copy of email / screenshot of staff portal / social media posts / online training videos / tip sheets / flyers / handouts / brochures / websites and includes date and is addressed to school staff

Why?
Each Title I school shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand - Section 1116(e)(5)
Each Title I school shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children - Section 1116(e)(4)

School Staff Signature* _____

Title _____ Date _____

District Office Staff Signature* _____

Title _____ Date _____

*Signatures indicate documents were reviewed and meet Title I Parent and Family Engagement requirements.

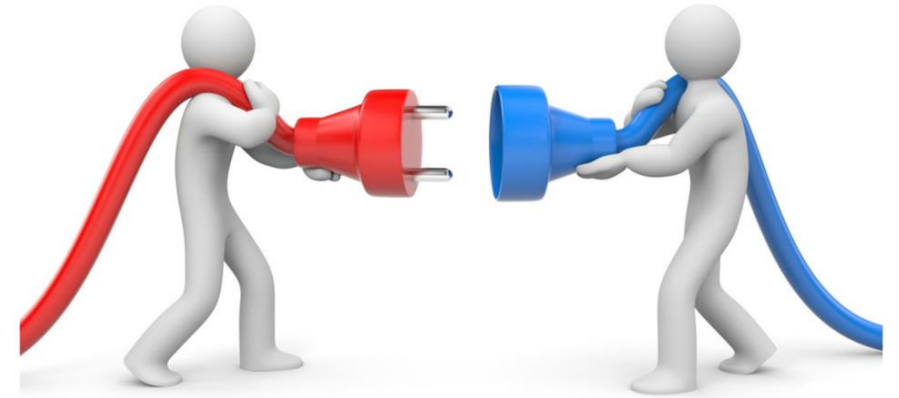
Title I schools in partnership with the Georgia Department of Education to implement Academic Parent-Teacher Teams (APTT) with fidelity will have met the requirements of building capacity for both school staff and parents.

Objectives

- Provide strategies and ideas to build the “staff’s” capacity to work together with parents as equal partners.
- Highlight our Family Engagement Partners model practices to spark ideas and generate strategies to implement a personal plan of action.
- Explore online resources to guide your district’s capacity to implement meaningful parent and family engagement with staff.



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Family-School Partnership Program Contact Information



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<http://partnerships.gadoe.org>



[@GaDOEPartners](https://twitter.com/GaDOEPartners)



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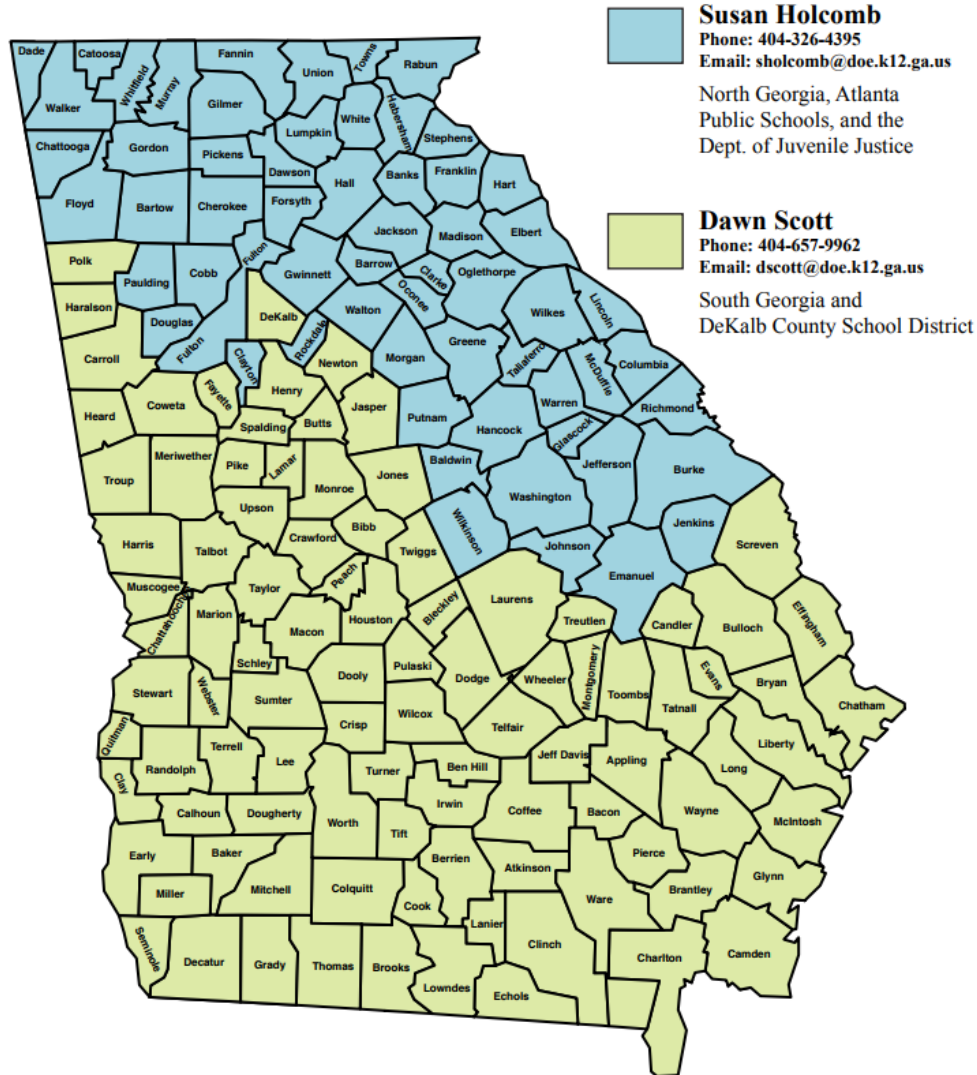
Family-School Partnership Program

Family Engagement Specialists

FY18 Service Area Map



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This service areas map corresponds to the Title I, Part A FY18 Service Area Map and may be subject to change.

Revised 8/1/2017

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Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

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