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- Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. (SEC. 1116(a)(3)(D)(i))
- Supporting programs that reach parents and family members at home, in the community, and at school. (SEC. 1116(a)(3)(D)(ii))
- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (SEC. 1116(a)(3)(D)(iii))
- Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (SEC. 1

January 31, 2024



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addition to collaboration within the LEA, the district will work with various community partners in developing wrap around services for homeless students. Increasing awareness of the severity of homelessness and the importance of homeless education will be a priority for the program. The Homeless Liaison and Coordinator will work with community, business, and religious organizations in providing ongoing education about homelessness and its impact on local communities. The homeless liaison will represent Gaston County Schools in the Gaston County Homeless Prevention Taskforce, through the Department of Social Services, and will continue to be an active member of the local Continuum of Care (CoC) to address the housing and service needs of people who are homeless in Gaston County.

The program will also work closely with the local homeless shelters including the Salvation Army, With Friends, Catherine's House, and the women's shelter. These agencies provide shelter services for homeless students and their families. The program will work with these agencies and provide the necessary support in ensuring homeless students are immediately enrolled in school and are connected with the necessary resources to be successful. The Homeless Liaison and the School Social Workers will continue to work with local churches in the procurement of donated materials and supplies including food, clothing, and school supplies.

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- Pre-K teachers encourage use of book bags for Pre-K students .
- Pre-K students experience journal writing.
- Pre-K students practice raising hands for recognition.
- Pre-K students visit the school media center and Kindergarten playground.
- Pre-K and Kindergarten may take field trips together; or participate in assemblies.
- Kindergarten students can read to the Pre-K class as “guest readers.”

Pre-K teachers meets with needed personnel to address any Individualized Education Plans (IEPs) or special service supports.

- Pre-K teachers provide multiple family conferences and meetings.

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- Pre-K students visit Kindergarten classrooms (includes Head Start and private childcare programs).
- Pre-K students eat in the school cafeteria (includes Head Start and private childcare programs).

Pre-K teachers extend the length of large group time.

Pre-K teachers talk with children about Kindergarten.

Pre-K teachers read books about Kindergarten

Pre-K teachers design a START session around transition to Kindergarten for families.

- Pre-K students begin to wait (with Pre-K teacher supervision) in a common area with Kindergarten children.
- Pre-K students participate in Field Day with Kindergarten.
- Pre-K teachers give information to families about Kindergarten (registration dates, documentation required, etc.)
- Pre-K teachers provide the GCS created “Kindergarten Here We Come” handbook to families (includes Head Start and private childcare programs).
- Pre-K teachers hold an end-of-year family conference prior to the closing of the school year.
- The IEP team meets for identified children to plan for Kindergarten transition for identified students.
- Each class holds an end-of-year celebration.
- Pre-K department creates public opportunities for families of rising Kindergarteners to meet Kindergarten teachers and elementary school principals.

Pre-K department and Pre-K teachers encourage rising Kindergarten students’ to have current health assessment and immunizations prior starting Kindergarten.

- Pre-K teachers provide student portfolio/Kindergarten Transition Report to Kindergarten teachers; copies provided to families.
- Pre-K teachers, staff, and specialists to visit identified Pre-K student(s) in the new Kindergarten setting.

Indicate any/all partners that assisted with the development of transitions plans:

NC Pre-K

Exceptional Children

Head Start

Private Childcare

Other (Describe below)

Indicate any/all partners that assisted with the development of transitions plans:

NC Pre-K

Exceptional Children

Head Start

Private Childcare

Other (Describe below)

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None - This option is available ONLY to charter schools. Move to section 10.

Title I Preschool

Preschool set asides (line 9 on the Set Asides page)

School Allocation funds per schoolwide decision process

Exceptional Children

Head Start

NC Pre-K

Other (describe below)

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* A Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start is required for each LEA receiving Title I funds, regardless of

The district coordinates with business and community partners to facilitate access to job internships with local employers to help students build their skills and develop possible opportunities for gaining college credits relevant to a career path.

Other:

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Gaston County Schools will host a College Expo at the Gaston College Early College High School. College and military representatives are there for the college fair. The College Foundation of North Carolina sends a representative to host sessions on financial aid and preparing for college. Other sessions include how to prepare for college, best practices during high school, how to research colleges and scholarships. Presenters include representatives from Gaston County Schools, the Gastonia library.

The CTE department hosts a multitude of district-wide career awareness events each year. 1) CTE began offering fifth grade career awareness to all elementary schools beginning with the 21-22 school year. Since then, well over 2000 students have had the opportunity to participate in three hands-on career awareness activities focused on electrical trades, health care and carpentry/construction. 2) The Students @ Work program is offered annually and allows all 8th grade middle schools students in the county to tour multiple local businesses so they can gain first-hand knowledge of the career opportunities that are available to them locally. 3). The Be Pro Be Proud initiative was offered to all 12 middle schools during the 23-24 school year. 350+ students participated in 10 virtual reality career awareness activities offered by the program.) The Career Signing Day is offered annually and recognizes students who participated in a CTE internship that are offered full time employment upon graduation.

The 23-24 school year recognized 10+ businesses signing 8 students during the event. Gaston County Schools is dedicated to providing students with different educational choices. Gaston County Schools partners with Gaston College to host an Early College High School. There is a lottery each year for rising 9th grade students. Preference is given to students who are first generation college students and experience other potential barriers to future college enrollment. Students attend high school for five years to graduate with both a high school diploma and associate's degree.

Gaston County Schools also partners with Gaston College to offer Career and College Promise (CCP) courses. Courses are offered online, hybrid (online and face to face), and face to face either on the college campus or in the high schools. Three schools (Ashbrook, East Gaston, and Highland) offered Criminal Justice course sequences taught on the high school campuses. Highland also offered a pairing of General Psychology and Sociology courses. Emergency Medical Services classes were offered at Hunter Huss and Stuart Cramer high schools. the measures used to determine improvement.

On the horizon for the 24-25 school year, CTE will open the Career Exploration Center. Students in grades 5-12 will have the opportunity to explore many different careers. The center will house several virtual reality headsets, a welding and painting simulator, an ambulance, three heavy equipment simulators, and an Anatomage table. In addition, Hunter Huss High School will be the first school in the district to add a Cosmetology program. The classroom will be a working hair and nail salon that will be open to the public.

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* Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

As part of the MTSS framework for school improvement , all schools should have a core plan for behavior support for all students. This core plan may include use of the PBIS model, use of the CHAMPS model, clearly defined school wide expectations that are consistently enforced, including routines and procedures and a school wide agreement among the staff regarding what is a minor behavior infraction that should be addressed by the classroom teacher

and what is a major infraction that should lead to an office referral.

In cases where students need more intensive support, schools have access to resources such as social emotional learning materials for counselors to use, school psychologists and school based therapists providing individual counseling, materials to create individual behavior plans and track behavior data, and a district behavior support team. This team will provide intensive support as needed to school staff and students by completing classroom observations, providing feedback and modeling research based intervention techniques. Upon review of the Gaston County most recent discipline data, the top elementary schools are

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