

**Centerville School**  
**TITLE I PARENT INVOLVEMENT POLICY**  
**2009-2010 (Draft)**

*Centerville School shall abide by and support all rules and regulations pertaining to Title I: Improving the Academic Achievement of the Disadvantaged, No Child Left Behind Act of 2001, Public Law 107-110, and the Parent Involvement Policy of Gwinnett County Public Schools (GCPS).*

*The term parent in this policy refers to parents/guardians of students attending Centerville Elementary School.*

*The administration, faculty, and staff of Centerville School have met and jointly developed with parents this Title I Parent Involvement Policy. This policy describes the school's expectations for parent involvement. It will be distributed to parents of all students attending Centerville.*

*Centerville School will convene an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend. At this meeting, parents will be told that their school is a Title I school and that it receives Title I funding.*

**1. Parents will be informed about the requirements of Title I and their rights as parents to be involved in the school.**

It is critical to the Title I program that parents have a clear understanding of all of its' components and benefits in order to help their children to achieve academic success. In order to help parents of Centerville Elementary to understand the guidelines, purpose, goals and expectations of the Title I program, including their role, Centerville will hold an annual Title I orientation in the fall of each new school year. This orientation will be held at the most convenient time and day as indicated by the 2008-2009 parent survey. Title I funds may be used to pay for child-care, interpreters and light refreshments during this orientation meeting. They may also be used to pay for the translation of certain documents to the extent reasonable and necessary. The orientation will also include an explanation/discussion of the following information:

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| A) Acknowledgement of Centerville's Title I Status                                    | H) GA Parental Information and Resource Center             |
| B) The introduction and role of the Parent Coordinator                                | I) Centerville's Parent Involvement Policy and Action plan |
| C) School-Parent Compact  | J) Parent Center Resources and Hours                       |
| D) A summary of Centerville's Adequate Yearly Progress (AYP) and school's report card | K) Title I Complaint Procedures                            |
| E) Centerville's Local School Plan for Improvement (LSPI)                             | L) Family Educational Rights and Privacy Acts              |
| F) Parents' rights under Title I **   | M) Protection of Pupil Rights Act                          |
| G) Opportunities for Parent Involvement   | N) Overview of Title I budget expenditures                 |

\*\* Parents have the right to know that Centerville Elementary receives Title I funds and they may be involved in the decision-making regarding the use of these funds (Title I budget) and the school-wide plan. Parents have the right to request information about their child's teacher and/or paraprofessional to verify "Highly Qualified" status. This may include the certification or degree held by the teacher and/or paraprofessional. Parents must also receive written information when their child has been taught for 4 or more weeks (20 consecutive days) by a teacher who is not highly qualified. Parents also have the right to file a formal complaint if the school is in violation of any Title I guidelines.

Invitations to the annual orientation will be sent to the parents two weeks prior to the meeting via flyers, the automated phone system and the school's website. Translations of Title I documents into additional languages will be provided to the extent reasonable and necessary. In addition, every effort will be made to provide child-care during parent sessions/workshops to the extent reasonable and necessary.

**2. The school will offer a number of additional meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, to help parents become involved in our school.**

Centerville will offer at least two additional Title I orientations in the fall of each year to accommodate parents' varying schedules. The day and time will be based upon the results of the 2008-2009 parent survey. Parents will receive written invitations at least two weeks prior to each session. Title I funds may be used to provide services such as child-care and transportation to accommodate parents to the extent reasonable and necessary. For those parents who are unable to attend these additional orientations, or as new families enroll, an invitation will be extended to contact the Parent Coordinator at **678-639-**

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**3711.** The Parent Coordinator will offer to provide ongoing Title I orientations at times convenient to the parents' schedule to the extent reasonable. At Centerville Elementary we will foster and promote a parent-friendly environment at all times. It is our belief that our behavior should reflect what we want from our students.

**3. The school will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, under Title I, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.**

Title I Committee and Memberships

Centerville Elementary will establish a Title I Committee consisting of parents, teachers, the Parent Coordinator, community members, and school administrators. New parent and community members will be recruited in the spring of each year and in August for the new school year. The Title I Committee is open to all parents and community members. Information to join will be sent via flyers sent home with students, announcement in the school's newsletter, Centerville school website and during Title I orientation meetings.

The committee will meet at least quarterly, during the beginning, middle and end of the school year and be responsible for revising the Title I School-wide Plan which includes:

*Title I Parent Involvement Policy*

*The School-Parent Compact*

*The Parent Involvement Action Plan*

*Title I Budgets.*

*Development of and any revisions to the Title I school-wide plan*

*Local School Plan for Improvement*

Prior to each Committee meeting, the topics for discussion and any beneficial information, including documents, will be sent to the committee members at least four days in advance. This will allow Committee members the opportunity to review the information in advance, so they may provide feedback prior to or during the meeting. Each meeting will include an agenda, minutes, sign-in sheet for all participants and a Parent Feed-back form for the parents only.. The Parent-Feedback form will allow the parents to offer any recommendations, concerns or questions following the Title I Committee meetings. All recommendations, questions and concerns will be addressed by the appropriate Centerville faculty or staff to the parent. Then documents will be submitted to the Gwinnett County Schools Title I Office along with a summary of any information obtained from the Parent Feed-back forms.

Other school committees for parent involvement

Parents may choose to become involved in other decision making committees at Centerville Elementary.

The **Local School Council** elects parent members. This Committee meets a minimum of four times a year to make decisions about issues that affect our students and school.

The **Parent Advisory Council**- two parents from the Centerville Title I Committee are also elected to serve on this committee. This committee meets four times a year and is responsible for making decisions for the Gwinnett County Title I program.

Title I Annual Parent Involvement Survey

The Parent population at Centerville Elementary will be surveyed once a year by the Parent Coordinator. The purpose of the survey will be to determine the effectiveness of our Title I program and determine if revisions are needed to our Parent Involvement and/or our School-wide program. The results will be summarized by the Parent Coordinator and reviewed by the Title I Committee. If needed, the Title I Committee will then make revisions to the Parent Involvement Policy, the School Parent Compact, the Action Plan and School-wide plan. Any new revisions will be implemented as a part of the Title I program in the new school year as reasonable and necessary.

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In order to keep parents well-informed, the results of the parent survey and narrative or any revisions to the school-wide plan will be made available through the school's website. Parents will receive written and an automated phone message that new information has been posted to the website. Parents will also be made aware that paper copies of the School-wide plan will be available for viewing in the Front office and the Media Center. Copies of the Parent Involvement Policy, the Action Plan and the School Parent Compact will be sent home with all students. Additional copies of each will be available for viewing in the Parent Center.

**4. The school shall provide Title I parents/guardians with:**

**A) Timely information about the School-wide Program**

Centerville Elementary faculty and staff will use a variety of media/methods to make sure our parents are well informed in a timely manner about our school-wide Title I program. The Title I orientation meetings will provide a complete overview of the school-wide Title I program as indicated in Component #1. Additional information about the school-wide program will be shared throughout the year through the following:

- School registration
- Parent meetings and work-shops through the Parent Center
- Every nine-week Student Report Cards
- Student mid-term progress reports
- Bi-Weekly Newsletters (*Cougar Pause*)
- Weekly Friday Folders
- Direct phone calls and automated phone messages
- Emails
- Centerville Elementary school website

In addition, the Centerville School website will include a group picture of each grade level including Specials teachers and Support staff such as reading and math coaches. Below the group picture each teacher's email address will be listed. As new families register, the Parent Coordinator or other staff will communicate information about the Title I program within a week of enrollment. This information will include an invitation to contact the Parent Coordinator for a Title I orientation. A copy of the School-wide plan will also be available in the main office and Parent Center. Translations will be provided to the extent reasonable and necessary..

**B) A description and explanation of the curriculum in use at Centerville Elementary School, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet**

The Centerville Elementary School curriculum will be shared through the Gwinnett County Public School's "Academic Knowledge and Skills" (AKS) booklets for each grade level. The AKS booklet is a comprehensive document that communicates the content of the curriculum K-12 in language arts, mathematics, science, social studies, technology, fine arts, health, and physical education. Our community believes the AKS encompasses the essential knowledge and skills students need to progress from one grade to another and be prepared for entry into college and/or the workplace. The AKS is available to each parent through the school and can also be found on the Centerville/GCPS website. Teachers will follow the AKS instructional calendar to guide instruction and utilize the researched-based Gwinnett County Public School's Quality-Plus Teaching Strategies (assessment, non-verbal representation, modeling/practice, vocabulary, summarizing, collaborating, student goal-setting, literacy, problem-solving, background knowledge, comparison/contrast, and technology) to provide high quality teaching.

- Assessments used to measure a student's progress and the proficiency levels the students are expected to meet will be explained during curriculum nights and reviewed during parent-teacher conferences (Nov. and Feb.). Additionally, parent workshops will address the following:
  - Gwinnett County Public Schools (GCPS) Interim Assessments
  - Academic Knowledge & Skills (AKS)
  - Academic Adventure (Best practices in teaching students)
  - Gwinnett Parent Portal
  - Student Promotion Criteria
  - Reading/Writing Continuum

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- C) **If requested by parents, opportunities will be provided for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible**

It is our goal at Centerville to encourage parents to work with teachers and faculty in addressing any concerns and in implementing any plans that relate to the academic success of their children. Parents will be provided with the opportunity to meet with the faculty and staff on a regular basis concerning their child's progress through the following:

**Parent-Teacher conferences** will be held twice annually (Nov. and Feb.) to discuss a student's progress. Parents may also schedule conferences as needed throughout the year.

**Student Support Team (SST)/Response to Intervention (RTI)** will also work with parents of at-risk students to provide interventions or accommodations that address their child's academic or social/emotional needs.

**Individualized Education Program (IEP)** meeting will be held annually for those students with special needs.

**Parent meetings/trainings** will provide all parents the opportunity to participate in discussions relating to the education of their children.

**Grade level programs** will provide opportunities for parents to observe their child's progress.

**Classroom observations** allow parents to observe the type of instruction being provided in the classroom and the student's response.

The faculty and/ or appropriate staff member of Centerville will handle responses to parent questions, concerns, and suggestions within two school days through telephone calls, written notes, e-mails, and conferences. Translators will be provided to the extent necessary and reasonable.

- 5. If the Title I School-wide Program plan under section 1114(b)(2) is not satisfactory to the Centerville School's parents, the school shall submit any parent comments on the plan when the school makes the plan available to the local educational agency.**

During the course of any meeting, regarding the Centerville Elementary Title I program, if a parent has a complaint about any part of the school-wide plan, it will be noted and attached to all the Title I documents to be sent to the Gwinnett County Public Schools Title I Office.

In an effort to continually improve our Title I program and specifically parental involvement at Centerville Elementary, the results of the end of year survey, including unsatisfactory comments will be sent to Gwinnett County Public Schools for review and recommendations. The Title I Committee and/or the PISC will respond to any comments, if needed, within one week after reviewing the surveys. The Committee will make revisions as needed to the Parent Involvement Policy, the Parent Involvement Action Plan, and the School-Parent Compact at the beginning of each new school year based on all results of the survey. Results and narrative of the parent survey will be posted to the school's website. Parents will be notified of this posting through flyers and may request a paper copy if they wish or do not have access to the internet.

- 6. Each school shall jointly develop with parents, for all children served, a School-Parent Compact that outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.**

The School-Parent Compact is an agreement between the school, the student and the parents/guardians which addresses the responsibilities of each group in improving student achievement. Its purpose is to ensure that the school, parents and students are all working together towards this one common goal. The compact will be jointly developed and reviewed annually by the members of the Title I Committee. It can be amended based on an individual student's needs as agreed upon by the parent and the teacher. By working together in order to promote student success, we will build a stronger relationship between the parent and school. This relationship will be critical in helping students to achieve the state's high standards.

The School-Parent Compact will be introduced and explained to the parents during the Title I Orientation meetings. The Compacts will be reviewed at school with the students and then sent home. Parents will be strongly encouraged to sign and to keep a copy at home to review with their child as needed. For those parents who are unable to attend the orientation meetings, they may contact the PISC for an explanation of the School-Parent Compact. The parent center phone number will be provided when the compact is sent home with the students for the parents' signature. An effort will be made to have a Compact for each student. Translations in other languages will be available to the extent reasonable and necessary.

As new families register, the School-Parent compact will be a part of their Title I orientation. In addition, the School-Parent compact

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may be revisited any time throughout the year, to discuss whether all parties are fulfilling their responsibilities, as agreed. It will be specifically reviewed as part of the parent conferences.

**7. The school shall provide assistance to parents in understanding the State's academic content standards and State student achievement standards, State and local academic achievement assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.**

Centerville Elementary faculty and staff are committed to providing a high quality curriculum and instruction that will enable the children to meet Georgia's student achievement standards. Therefore, the faculty and staff will provide assistance to the parents in understanding the Georgia Performance Standards (GPS), the AKS curriculum, and the student performance standards in the state and local assessments. These assessments are used to measure student progress and proficiency levels that the students are expected to meet. Centerville Elementary will also utilize the Quality-Plus Teaching Strategies based on scientific research and proven to accelerate student achievement and the Gwinnett County Academic Knowledge and Skills (AKS) to ensure student success. Students at Centerville Elementary participate in the following state and local assessments:

**State of Georgia Required Assessments**

- \***Georgia Performance Standards-** Georgia's state curriculum which provides clear guidelines for teaching, testing and levels of work students should be doing.
- \* **Iowa Test of Basic Skills- (ITBS)** National standardized test that assesses student's progress in major content areas in grades 3<sup>rd</sup> and 5<sup>th</sup>.
- \***ACCESS-** a criterion-referenced test that measures English Language Learners (ELL) social and academic proficiency of the English language.
- Criterion-Referenced Competency Test (CRCT)-** Georgia's state test to measure how well students learn the skills and knowledge described in the Georgia performance Standards.
- Georgia Writing Assessment-** Assessment tool used to measure student's writing skills in the different areas of writing in grades 3<sup>rd</sup>, 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup>.

**Gwinnett County Required Assessments**

- \* **Cognitive Abilities Test (CogAT)-** National standardized test that assesses a student's abilities in reasoning and problem-solving using verbal, quantitative and non-verbal items in grades 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup>.
- \* **Math Reasoning Test (MRT) -** GCPS developed math test that assesses students' problem-solving and critical thinking as part of the grade level AKS in grades 4<sup>th</sup> and 7<sup>th</sup>.

Centerville faculty and staff will strive to improve student achievement to meet the standards through identifying needs, setting short term attainable/measurable goals, and providing feedback with appropriate interventions. Parents will receive a copy of their child's assessment results with an explanation of its' meaning whenever a national, state, or district level assessment is given. Students' progress will be monitored and shared with parents through parent conferences, student support teams and the new Gwinnett County parent Portal available in January 2010. This portal will allow parents to view students' daily grades, test performances, homework grades, averages, discipline, reports, attendance history and teacher notes regarding the student. A workshop will be provided to the parents to assist with learning and using the portal. Parents will be encouraged to utilize the resources of Parent Center and Centerville's school website. Items available for check-out will be posted to the site and made available to classroom teachers.

**8. The school shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.**

The Parent Coordinator of Centerville Elementary, along with other school personnel, will provide opportunities and materials for parents to become full partners in the educational programs of their children to improve academic achievement. A minimum of 10 workshops designed to help parents become more knowledgeable about their child's academic success and services in which they receive will be offered throughout the school year. These meetings will be presented by the Parent Coordinator, reading/math coaches, or specialist, counselors, teachers, technology specialist, and other Gwinnett County Employees. The focus of the meetings will be on engaging activities, interventions and on-line resources that parents can utilize at home to improve their child's academic achievement. This will include, but not be limited to: make and take activities, strategies for improving reading and math skills, writing, self-esteem, etc. All information on specific workshops including the times and dates will be included in the *Title I Parent*

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*Involvement Action Plan* and be based upon based upon the results of parent survey. Each family will receive a copy of the *Action Plan*, which will also be posted to the Centerville schools website. This information will also be included in the bi-weekly newsletter.

**The Parent Center**

Centerville Elementary will have a full-time Parent coordinator who will be available to provide information and support to the parents. Parents will be encouraged to visit the Parent Center where they can check out materials and resources to support learning at home. Resources will include games, books, brochures, DVD's, and videos etc. The Parent Center will be open during regular school hours and extended hours on days when a workshop is being held. Additional hours will include Saturday mornings when the school is open for staff development trainings and by parent request.

One of the roles of the Parent Coordinator will be to encourage parent participation and involvement in their child's education. Parents will be encouraged to attend parent workshops, volunteer in their child's classroom and school, openly communicate with their child's teacher and participate in decisions relating to their child's education. This participation will also be encouraged in part through the *School-Parent Compact*. It will include several strategies that promote active parent involvement in supporting a child's learning such as: monitoring the completion of homework, providing an environment and necessary supplies that encourage learning and ensuring the child attends school regularly and on time.

Parents monitoring and helping their child's progress is fundamental to our program. Therefore, parents will receive a copy of their child's assessment results, with an explanation guide, whenever a national, state, or district level assessment is given. The explanation guide further explains the meaning of the results. Every effort will be made to provide parents with conference time to share the results and answer questions. The student may be included in these conferences. Students with more specific needs will be involved in the Student Support Team (SST). At the SST, the parents, administrators, and teachers to support the student's academic achievement will jointly develop a plan. An academic contract, if required, will be thoroughly explained to the parent so that the parent understands that the student is not making adequate progress at this time. The Parent Coordinator will be available to help parents understand the value of the SST meeting.

**9. The school shall educate teachers, pupil services, personnel, principals, 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.**

The Parent Coordinator, and the faculty and staff of Centerville Elementary will work together to establish and build ties between school and home. We believe the success of our students is through an equal partnership of parents and teachers in the educational process. The Parent Coordinator will provide ongoing staff development to the teachers focusing on the value of parental contributions and involvement. This staff development will occur during grade level full day or half day planning sessions throughout the fall of the year. The Parent Coordinator will use the *Teacher and Staff Handbook; Getting Parents Involved* by Channing-Bete and *Engaging All Families* by Steven Constantino and *Every Teachers Guide to Working With Parents* by Gwen Rudeny as resources. The Staff will be provided with a copy of the Centerville Action Plan and invited to all the workshops/trainings provided to the parents. The Parent Coordinator and Reading Coach will establish a volunteer program to provide additional reading support to students in grades K-2<sup>nd</sup> through parent volunteers. As we get more parent volunteers, they may also be asked to share their experiences in order to educate the staff and faculty in the benefits parent involvement.

**10. The school shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other 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.**

The Parent Coordinator will integrate and coordinate parent involvement activities with other programs such as

- Special Education
- English speakers of Other Languages (ESOL)
- Supporting Partnerships to Assure Ready Kids (SPARK)
- Early Intervention Program (EIP)
- Babies Can't Wait
- Preschool programs and others to the extent appropriate and possible
- Shiloh Middle School
- Parent Information Resource Center (PIRC)

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The Parent Coordinator and selected teachers will provide workshops and presentations to the parents of rising kindergarten students, to the parents of 5<sup>th</sup> graders rising to 6<sup>th</sup> grade and to the Pre-K classes in the Centerville Elementary attendance area. These workshops are included on the *Centerville Title I Parent Involvement Action Plan*.

**11. The school shall ensure that information related to school and parent programs, meetings, and other activities is sent to all parents in a format and, to the extent practicable, in a language the parents can understand.**

Communication between the Centerville Faculty and staff and parents will occur in various ways including the following:

- Parent-teacher conferences
- Parent workshops/trainings
- Open house/Curriculum nights.
- Weekly Friday folders
- Classroom/School newsletters
- School Marquee
- Automated phone system
- Email
- Phone calls

To communicate the philosophy and expectations of Centerville, parents and students will be provided with a parent-student handbook, notices, Title I literature, as well as the opportunity to use Centerville's web site to find information throughout the year. This communication will be sent home to encourage parent involvement of all families including those with limited English proficiency. This communication will be provided using clear and simple language. The Title I office works closely with the Title III office which provides translation of numerous documents as well as services to all migratory families. Parents will also be encouraged to contact the Parent Coordinator for further clarity or questions or verbal information.

**12. The school may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.**

The Title I Committee will address the staff development and training of the faculty each year as part of the Title I Budget expenditures. Parents may provide suggestions as to specific staff development areas of need for the faculty and staff. They will also be given the opportunity to complete the Parent-Feedback form following these meetings in which they may write in their suggestions or recommendations. In addition, a Parent Survey will be administered in the spring of each year. A specific question will be included to ask parents to identify staff development needs of the Centerville faculty that the parents feel would promote effective teaching strategies and parental involvement.

**13. The school may provide necessary literacy training from funds received if the local educational agency has exhausted all other reasonably available sources of funding for such training.**

The Parent Coordinator will survey Non-English speaking families at the beginning of the school year. Based on the results, English classes may be taught in conjunction with the *English, Yes I Can!* Videos provided by Gwinnett County. The Parent Coordinator will also look into other literacy training opportunities within the community as a resource for parents. Such opportunities may include the local churches, the high school community schools and colleges.

**14. The school may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.**

To accommodate as many parents as possible, free child-care, interpreters and light refreshments may be provided during Parent workshops based on the availability of funds and to the extent reasonable and necessary. In addition, the Gwinnett County Title I office may also provide funds for these services when schools within the cluster are participating in parental involvement activities as a whole.

**15. The school may train parents to enhance the involvement of other parents.**

The Parent Coordinator will continue to make parents aware of opportunities to develop leadership roles. The Parent Coordinator will encourage parents to accept officer roles through Parent-Teacher Association (PTA), become members of the Title I Committee and the Parent Advisory Council (PAC). Furthermore, parents will be recommended for the Title I Parent Leadership Academy (PLA)

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and Parent Institute both which provide opportunities for parents to become trained as parent leaders. The role of the parent leaders is to promote parental involvement of other parents and develop other parents as leaders. Current contact information is:

Donna Power (PISC)  
 Radloff Middle  
 3939 Shackleford Rd.  
 Duluth, GA 30096  
 (678) 245-3417

**16. The school may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.**

Parent workshops will be determined based on results of the Parent Survey. Parent-Teacher conferences will be scheduled to accommodate parents as much as possible. Should there be extenuating circumstances, preventing parents from coming to the school, the Parent coordinator and/or administrator, along with staff members directly involved with the student, may conduct a home visit. To the extent possible, workshops may be video recorded for parent check-out.

**17. The school may adopt and implement model approaches to improving parental involvement.**

The “*Be There*” campaign is a county-wide initiative that has been adopted by Centerville Elementary. The goal is to promote and encourage continuous parent involvement from Pre K through 12<sup>th</sup> grade. The faculty and staff of Centerville Elementary also strive to demonstrate the strategies of effective family involvement as indicated by Joyce Epstein, Director of Johns Hopkins University. The strategies are as follows:

***Standard 1:*** Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

***Standard 2:*** Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning.

***Standard 3:*** Supporting student success—Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

***Standard 4:*** Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

***Standard 5:*** Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

***Standard 6:*** Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. Strategies may be viewed at following website: <http://www.csos.jhu.edu/p2000/nnpmodel/school/six/6types.htm>

The parents of Centerville elementary and members of the local community will join the Centerville faculty and staff in developing and assessing school improvement strategies. Parents will be strongly encouraged to participate in the decision-making, plan developments, and implementation of these plans. Teachers will welcome parent ideas and provide access to classroom activities and encourage frequent communication.

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18. **The school district may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported with Title I funds.**

The Gwinnett County Public Schools Title I Parent Advisory Committee is comprised of two(2) parents from each school, ten (10) Parent Instructional Support Coordinators (PISCs); Title I Staff, and community members. The primary purpose of this committee is to provide input and share decision-making about issues regarding the District's Title I Program. Meeting dates are listed in the attached Title I Action Plan.

Parent members of the PAC must be a member of their local school's Title I Committee and are selected by the Local School Title I Committee to represent their school's parent population on the GCPS Title I Parent Advisory Committee. Parent members of the PAC are also encouraged to complete the Parent Leadership Academy. Classes for this training are held at Radloff Middle School. Please see contact information under Component #15.

19. **The school may develop appropriate roles for community-based organizations and businesses in parent involvement activities.**

The faculty and staff of Centerville Elementary will continue to develop relationships with our current business partners and foster new relationships through regular community outreach. Currently our business partners support parent involvement through donations and financial incentives for parent workshops and through encouragement of parental involvement through "family night" activities. Our 2009-2010 business partners are Walton EMC, Wal-Mart, Publix, Texas Roadhouse, Longhorn Steakhouse and Buck's Pizza. The Parent Coordinator will continue to invite members of the community-based organizations and businesses to be a part of the Title I Committee.

20. **The school shall provide such other reasonable support for Title I parental involvement activities as parents may request.**

The Parent Coordinator along with other staff will make every effort to provide reasonable support for parental involvement activities, as parents may request, such as childcare and interpreters/translators. Parents will be given the opportunity to complete an evaluation following each workshop and a Parent Survey administered in the spring. All comments and suggestions will be taken into account in planning for future workshops and parent involvement activities. The Parent Coordinator will also respond to requests within 24 hours if the parent provides name and contact information. We will make every effort to provide reasonable support for parent involvement activities, as parents may request, such childcare and interpreters. The Parent coordinator will invite parent comments and suggestions

21. **In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section IIII in a format and, to the extent practicable, in a language such parents understand.**

To the extent that reasonable and necessary Centerville Elementary will utilize the resources of the Title I and Title III offices in translating documents. The Title III office provides translation services in addition to services to all migratory families to ensure academic success. Parents of homeless students will automatically receive Title I services through the school as well as those services provided by the Title I Social Workers assigned to their schools. Parents of students with special needs and those with limited English proficiency will be entitled to all the services of the Title I program. Documents will be written in parent friendly language and translated to the extent reasonable and necessary. Parents may also contact the Parent Coordinator or come to the Parent Center with any questions or concerns. Centerville Elementary makes every effort to accommodate our parents with disabilities including the following:

- Additional handicap parking spaces in both parking lots
- Electronic doors between the two school buildings
- Handicap accessibility through all doorways of the building
- Parent conferences in the building if the student has class in a trailer
- Additional time allowed during conferences if sign interpreter is required
- Physical assistance with materials checked out through the Parent Center
- Allowing students to transport Parent Center materials in their book bags

**Centerville School**  
**TITLE I PARENT INVOLVEMENT POLICY**  
**2009-2010 (Draft)**

22. *In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance shall assist parents and parental organizations by informing such parent and organizations of the existence and purpose of such centers.*

During the Title I orientation meeting, parents will be made aware of the Parent Center at Centerville Elementary. The purpose of the Parent Center and role of the Parent Coordinator will be addressed. Parents will also be made aware of the Metro Atlanta Parental Information and Resource Center (PIRC) and the resources, and support available to them through this Center.

The **Parent Information Resource Center (PIRC)** is a program to assist schools and school districts in strengthening partnerships with families and implementing successful and effective parental involvement policies, programs, and activities that increased student academic achievement. The contact information is:

**Metro Atlanta Region:** Communities in Schools of Georgia  
600 West Peachtree Street, Suite 1200  
Atlanta, GA 30308

Julie Hollis, Director  
jhollis@cisgeorgia.org  
(800) 838-5784