

Pearl Stephens Elementary School
Title I Parent Involvement Policy
2010-2012

Pearl Stephens will convene an annual meeting at the beginning of the school year and at a convenient time, to which parents are invited and encouraged to attend. The purpose of the meeting will be to:

- Inform parents of their school's participation under Title I and to explain Title I, its requirements, and their right to be involved.
- Inform parents of their important role in their child's success
- Inform parents of school, grade level and individual teacher policies and procedures.
- Present an introduction to the grade level curriculum

Parent meetings are offered throughout the year on various topics using a flexible schedule. Such meetings may provide childcare, translators, or home visits, as needed and funded under Title I. Our faculty will foster a parent-friendly environment and provide parents with strategies to use at home that support academic achievement.

Pearl Stephens will survey its parent population annually to evaluate the effectiveness of our parent involvement program. As part of this evaluation, the Action Team for Partnership Committee, consisting of parents, community members, school administration, and staff shall meet to review and/or revise the Local School Parent-Teacher-Student Compact. A printed agenda shall be presented and each committee member shall acknowledge his/her presence by signing an attendance log. The Title I office will provide technical assistance and/or advisement in the development of the local school involvement policy and action plan, student/teacher/parent compacts, and parent involvement workshop opportunities. All suggestions for improvement and identified barriers to parent involvement shall be noted.

Our school shall communicate regularly with parents through a variety of media/methods, including but not limited to: parent meetings, parent-teacher conferences, parent workshops, Parent/Family Centers, newsletters, information sent home via students, agendas, and recommended websites that provide ideas for working with children at home. Translations will be provided to the extent practicable.

The Parent Involvement Coordinator (PIC), along with other faculty and support personnel, will involve parents in their children's education by providing them with information and materials, in addition to meetings/trainings throughout the year to address academic and affective areas for students, such as local, state, and material academic content standards and student assessment.

The state's content standards (GPS) and student performance standards will be shared through the Houston County Public School System's Handbook for each grade level. This information is available to each parent and can be found on the school's/county website and communicates the content of the K-12 curriculum in language arts, mathematics, science, social studies, technology, fine arts, health, and physical education.

Our community believes the GPS encompass the essential knowledge and skills students need to progress from one grade level to another and be prepared for entry into college and/or the workplace.

Assessments used to measure student's progress and the proficiency levels the students are expected to meet will be explained at curriculum night and reviewed during parent/teacher conferences. Information that will be shared will include the following:

- How teachers use classroom performance, portfolios, standardized and teacher constructed tests, language checklists, self-assessment, and professional judgment in determining student progress toward meeting both local and state student performance standards.
- The process for identifying effectively students who may be at risk for reading failure or who are having difficulty with math by using screening, diagnostic, and classroom-based instructional assessments. These assessments will identify students' specific areas of strengths and weaknesses in phonemic awareness, decoding, fluency, vocabulary, comprehension, computation, and math computation problem solving.
- An explanation of the Georgia Criterion Referenced Competency Test (CRCT) is provided as well as an explanation of the GCPS Gateway Assessment Program. Parents are made aware that this test assesses a student's knowledge of the local and state curriculum. Further, the CRCT scores in Mathematics and English/Language Arts are combined and used in the Adequate Yearly Progress (AYP) determination for elementary grades.
- In addition, one of the night parents meetings held this year will specifically address the Houston County Testing policies.
- The parent meetings will provide parents the opportunity to provide suggestions and to participate in discussions relating to the education of their children. Additional opportunities for parents to be involved at local schools shall include volunteering in the school and/or classroom in addition to serving as part of governing teams such as: PTO, Parent Action Team, and the Local School Council. These school-based organizations of parents, educators, and citizens, collaborate to set goals for improving student achievement and evaluate the progress in reaching these goals. In addition, the parents are encouraged to attend grade level programs and meetings regarding their child's progress.
- The school will handle responses to parent questions, concerns, and suggestions in a timely manner through telephone calls notes, and conferences. Translators will be provided as needed.

All data, comments, and/or suggestions, including unsatisfactory comments regarding the Title I school plan and parent involvement policy shall be collected and sent to the LEA and will be considered in the revision of the Policy/Action Plan for our school. In addition, an end-of-the-year parent survey will be conducted to determine needed improvements, and the results and all

unsatisfactory comments will be attached to the school plan and submitted to the LEA. The school will provide timely responses to suggestions.

The school/student/parent compact will be jointly developed with parents for all children. The compact is used to guide discussions about academic goals between the teachers, students, and parents and how they, along with the entire school staff, will share responsibility for improving student academic achievement. The compact is the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact will be placed in the students' handbook, and sent home with students. Translations in other languages will be available as needed and to the extent practicable.

Pearl Stephens will provide assistance in understanding the National Educational Goals, Georgia's content standards, and student performance standards on state and local assessments. The assessments are used to measure student progress and proficiency levels the students are expected to meet. In addition the school will use teaching strategies based on scientific research and proven to accelerate student achievement. These strategies will be used school-wide to ensure student success. Our school is committed to reach high standards for student achievement and to give every child a quality education. Our school staff will strive to improve student achievement through identifying needs, setting short term attainable goals, and providing immediate feedback with appropriate interventions or extensions to achieve the standards. Student progress will be monitored and shared with parent partners through parent conferences, regular progress reports, and phone calls.

Parents will be encouraged to become vital partners in their children's education. The compact will include ways in which each parent will be responsible for supporting their learning such as monitoring their attendance, homework completion, and television watching; volunteering in their child's classroom and school; and participating in decisions relating to the education their children, and to using extracurricular time in a positive manner. It will address the importance of communication between teachers and parents on an ongoing basis through parent-teacher conferences, response to frequent progress reports, and reasonable participation in school activities. Compacts were sent home early in the school year. Follow up will be given at conferences.

Through parent meetings/workshops, and conferences, the school will provide information to the parents to further their understanding of local and state's academic content standards and student academic achievement standards, state and local assessments and how parents can monitor their children's progress and work with the school to improve the achievement of their children. Opportunities for parents to share questions/concerns will be provided at these parent meetings/workshops and on an individual basis through their child's teacher and school administrators. Parents will be encouraged to monitor their child's progress and work in partnership with our staff to improve the achievement of their children through volunteering in the classrooms, contacting the school with questions or comments, attending meetings and workshops, and working with their child at home.

Parents will receive a copy of their child's assessment results whenever a national, state, or district level assessment is given. An explanation guide is also provided so that parents can understand the meaning of the results. Every effort is made to provide parents with conference time in which to share the results and answer questions. Students may be included in these conversations. Students with specific needs are involved in the Student Support Team (SST). At the SST meeting, parents, administrators, and teachers meet to develop a plan that supports the student's academic achievement. The Parent Involvement Coordinator will also be available to assist parents in understanding the value of the SST meeting.

Our Parent Involvement Coordinator and other school personnel will provide opportunities and materials for parents to become full partners in the educational programs of their children to improve their academic achievement. The national standards for parent/family involvement reiterates the importance of this by reporting that parents develop confidence when they feel empowered and may go on to further their own education and become active in school and community. Training opportunities will be offered by invention teachers, classroom teachers, ESOL teachers, counselors, technology specialists, reading specialists, and PTO for parents to learn about the importance of student attendance, homework assistance, school communication, content support, child development, literacy, and technology. Our school also has a Parent Center staff by the PIC who helps parents with individual needs to help their children to be successful.

School personnel will receive information provided by the Parent Involvement Coordinator, to stress the value and utility of parental contributions and involvement. The PTO and the school will work jointly to reach all parents and to encourage building ties between home and school.

Our school will coordinate and integrate parent involvement programs and activities with programs such as Special Education, ESOL, public preschool programs, transition from elementary school to middle school, and other programs to the extent feasible and appropriate. Our school has a parent center staffed by a Parent Involvement Coordinator who is available to provide information and support to parents. The will also provide resources to ensure that parents are prepared to work with their children at home.

Open communication between our staff and parents related to school and parent programs, meetings, and other activities will be addressed through parent-teacher conferences, parent-student handbooks, weekly folders, newsletters, agenda, notices, Title I literature, progress reports, phone calls, school web site, and email. This communication will be provided in a language that parents can understand, to the extent practicable.

Our school staff will provide reasonable support for parental involvement activities, as parents may request, such as child care, translators, and transportation to the extent practicable.

Our school shall ensure that information related to school reports, parent programs, meetings, and other activities is sent home to encourage the participation of all parents including parents with limited English proficiency, parents with disabilities, families that are

homeless, parents of migrant children in a format and to the extent practicable, in a language that parents can understand. In addition, the PIC will make home visits if necessary and practicable.

Our parents and local community join our school staff in developing and assessing school improvement strategies. Parents are encouraged to participate in decision making. We work collaboratively as a team to address issues, make plans, and implement those plans. Compacts will be revisited throughout the year, at the fall and spring conferences and frequent reports will be sent home about children's progress. In addition, our faculty will communicate about the children's progress through email, notes, and phone calls and agendas. Our faculty and staff embrace these ideals and will provide access to classroom activities and encourage frequent communication. Parents are also encouraged to participate in our School Council and PTO in addition to special events. We will continue to be a member of the National Network of Partnership Schools.

Compact



DR. JAMES R. HINES, JR., SUPERINTENDENT

BOARD MEMBERS

DR. CHARLES M. (TOBY) HILL, VICE CHAIRMAN
SKIP DAWKINS

TOM WALMER, CHAIRMAN

HELEN HUGHES
JIM MADDOX
DR. MARIANNE MELNICK
FRED WILSON

Right-to-Know Teacher Qualifications

Guidance C-6 is for Advising Parents of the Right to Know Information about Teacher's Qualifications as required by The Elementary and Secondary Education Assistance Act of 1965 (ESEA) [Section 1111(6) (A)]

August 1, 2011

Dear Parent(s) or Legal Guardian(s):

Pearl Stephens Elementary School receives federal funds for Title I programs that are part of the Elementary and Secondary Education Act of 1965 (ESEA). We are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined by ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you and will do so as quickly as possible. At any time, you may ask:

- a. Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching;
- b. Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- c. What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The staff of Pearl Stephens Elementary School is committed to helping your child develop the academic knowledge and critical thinking he/she need to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you would like to request this information, please contact Deborah Moore- Sanders at Pearl Stephens Elementary School at (478) 929-7895 or email Deborah.Sanders@hcbe.net

.

Thank you for your interest and involvement in your child's education.

Sincerely,

Principal

