

GRIFFIN-SPALDING COUNTY SCHOOL SYSTEM 2013-2014 TITLE I INFORMATION

WHAT IS THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)?

The Elementary and Secondary Education Act (ESEA) of 1965 is a law that significantly raises expectations for states, school districts, and schools. These expectations include:

Academics: ESEA states that all students will meet or exceed state standards in reading and mathematics by 2014. Schools and school districts must move toward this goal by achieving Adequate Yearly Progress with all students. States are required to establish state academic standards and a state assessment system. The ESEA act holds the state, the school district, and the individual school accountable for every student's academic success.

Highly Qualified Staff: The law also states that teachers and paraprofessionals must be highly qualified in the subjects they teach.

Parental Involvement: Additionally, the law has a strong focus on parental notification and involvement.

In 2011, Georgia applied for the ESEA Flexibility Waiver. This waiver allows our state to identify and support schools where students continue to struggle based on student achievement growth or student subgroup performance issues, unify federal law with Georgia's accountability system focused on college and career readiness, and exercise greater flexibility with federal funding. Under Georgia's own statewide accountability system, stakeholders will be able to share a common understanding of school and district performance. This waiver will be in effect beginning with the 2012-2013 school year and remain in place for three years. For more information regarding the ESEA Flexibility Waiver, visit [HYPERLINK "http://www.gadoe.org"](http://www.gadoe.org) www.gadoe.org, Keyword: ESEA Flexibility Waiver.

Please Note: No Child Left Behind (NCLB) expired in 2007. While many of its policies remain in effect, the law is now referred to by its original name, the Elementary and Secondary Act (ESEA) of 1965.

The Elementary and Secondary Education Act can be found on the U.S. Department of Education website at: [HYPERLINK "http://www.ed.gov/policy/elsec/leg/esea02/index.html"](http://www.ed.gov/policy/elsec/leg/esea02/index.html) <http://www.ed.gov/policy/elsec/leg/esea02/index.html>.

WHAT IS TITLE I?

Title I is a part of ESEA. This act provides money to public schools with high numbers of children from low-income families. Title I is designed to ensure that all children have the opportunity to obtain a high quality education and reach grade-level proficiency. Title I programs must be focused on improving student achievement and include strategies to support parental involvement. Additionally, ESEA requires school districts to set-aside Title I funds to serve homeless and neglected students who do not attend schools participating in Title I. These services are comparable to services provided to children attending a Title I school.

WHAT IS A TITLE I SCHOOL?

Title I schools are the schools that are given funding from ESEA. Schools are given funding based on the number of children who qualify for free or reduced priced lunch. All schools in the Griffin-Spalding County School System are designated Title I for the 2013-2014 school year.

WHAT ARE TARGETED ASSISTANCE SCHOOLS?

A targeted assistance school is a school that must use Title I funds to focus on helping the students most at risk of failure on state assessments. Funding is used to help participating children meet state standards and ensure students are taught by highly qualified staff.

WHAT ARE SCHOOLWIDE SCHOOLS?

A schoolwide school is a school in which children from low-income families make up at least 40% of enrollment. In schoolwide programs, Title I funds are used to serve all of the children in the school. The purpose of schoolwide Title I programs is to improve the entire educational program in a school which should result in improving the academic achievement of all students, particularly the lowest achieving students. The core elements of a schoolwide program are (1) needs assessment, (2) plan, and (3) evaluation. All schools in the Griffin-Spalding County School System are designated as Title I Schoolwide Schools for the 2013-2014 School Year.

ADDITIONAL INFORMATION

Additional information regarding Title I can be found on the:
GA Department of Education website: <http://www.gadoe.org/>
US Department of Education website: <http://www.ed.gov/>

PARENT INVOLVEMENT INFORMATION

PARENT INVOLVEMENT

Parent Involvement is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. The purpose is to ensure that parents play an integral role in their child's learning and are active in their child's education at school.

OPPORTUNITIES FOR PARENTAL INVOLVEMENT

Some opportunities for parental involvement include parent workshops, parent advisory committees, school council, PTO/A, parent volunteers, and parent-teacher conferences.

PARENT LIAISONS

Each school has a parent liaison that coordinates parent activities. For more information, call your child's school. If you have any comments or suggestions, always feel free to contact your parent liaison. Your liaison will take your feedback to the leadership team of the school and will provide helpful tips to school staff.

SCHOOL-PARENT COMPACT

Every year, students, parents and school staff sign a compact or agreement. This compact outlines how parents, the entire school staff, and students will share the responsibility for improved student 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. This compact is revised with parent input at the beginning of each school year, then distributed to all parents to be signed.

PARENTAL INVOLVEMENT POLICY

The purpose of the school parental involvement policy is to ensure that strong strategies are in place to build the capacity to involve parents in an effective partnership with the school and share and support high student academic achievement. The school and parents must jointly develop and agree on the policy. It is revised every year to meet the changing needs of parents. Finally, the policy is distributed to parents.

The school district also has a district parental involvement policy. It is revised every year and a copy of this document is distributed to parents.

PARENT SURVEY

At the beginning and end of the school year, schools send out a parent questionnaire. The results of this survey are used to review the effectiveness of parent activities. Feedback from these surveys is very important. The school parental involvement policy and school activities are developed from feedback parents give on these surveys.

PARENT RESOURCE CENTERS

There are two Parent Resource Centers available for your use to support you and the education of your children. The goal of all of the Parent Resource Centers is to share the benefits of parental involvement and take advantage of available services that lead to the academic success of children.

School Parent Resource Centers

Each Title I school has a parent resource room or area where you can obtain valuable resources such as

information on how to support your child's academic efforts, community resources available to Spalding County residents, child development information, and many other age relevant topics.

Contact: Your School or Parent Liaison

Hours: School hours

District Family Resource Center

The district family resource center has computers available for parent use and DVDs, books, and audio CDs available for parent checkout. You will also find valuable information on supporting your student academically.

Location: Room B112, Parent Services Center at 234 E. Taylor Street, Griffin (Old Taylor St. Middle School)

Contact: Jessica Layfield, 770-229-3700, jessica.layfield@gscs.org

Hours: 7:30am – 4:30pm (Please call ahead if possible)

ACADEMIC STANDARDS INFORMATION

NATIONAL EDUCATION GOALS

The National Education goals are the focus for education reform and describe how educational systems can be measured. Congress approved the goals and they are:

School Readiness - all children in America will start school ready to learn.

School Completion - high school graduation rate will increase to at least 90 percent.

Student Achievement and Citizenship - students will leave grades 4, 8, and 12 having demonstrated competency in academic subjects so they may be prepared for responsible citizenship.

Teacher Education and Professional Development – educators will have access to programs for the continued improvement of their professional skills.

Mathematics and Science - students will be first in the world in mathematics and science achievement.

Adult Literacy and Lifelong Learning - every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Safe, Disciplined and Alcohol and Drug-Free Schools - every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol.

Parental Participation - every school will promote partnerships that will increase parental involvement and participation in promoting growth of children.

GEORGIA STUDENT ASSESSMENTS

The Griffin Spalding County School System administers all state mandated assessments. The purpose of the assessment program enables schools to measure student achievement on state required curriculum and content mastery. The primary assessments are : Criterion Referenced Competency Tests (CRCT and CRCT-M) in grades 3-8, End of Course Test (EOCT) grades 9-12; Georgia Kindergarten Inventory of Developing Skills (GKIDS) in Kindergarten; Georgia Alternate Assessment (GAA) in grades 3-8 and 11; Georgia Writing Assessment programs 3, 5, 8 and 11. Other assessments include ACCESS for ELL students; National Assessment of Educational Progress (NAEP) and the Student Learning Objectives (SLO) for non- tested grades. Students are also offered opportunities to participate in the Advanced Placement (AP) and PSAT assessments. In addition to these assessments, Griffin Spalding administers district wide common assessments. Schools also develop their own additional assessments to indicate student mastery of content.

CURRICULUM

The Griffin-Spalding County School System follows the Common Core Georgia Performance Standards in K-12 English Language Arts and K-12 Mathematics. We follow the Georgia Performance Standards in

K-12 Science and K-12 Social Studies. Additional grade and content specific information on the standards that outlines exactly what students are expected to know and be able to do can be found at <http://www.georgiastandards.org>.

COMMON CORE GEORGIA PERFORMANCE STANDARDS

These standards provide a consistent framework to prepare students for success in college and/or the 21st century workplace. These standards provide relevant content and application of knowledge through higher-order skills.

GEORGIA PERFORMANCE STANDARDS

Georgia Performance Standards are both content and performance standards. The standards are definitive in what a student should know and be able to do.

COLLEGE AND CAREER READINESS INDEX (CCRPI)

Under the Georgia ESEA Flexibility Waiver, Georgia's new accountability index is the College and Career Readiness Index (CCRPI). Adequate Yearly Progress (AYP) *will not be used*. It is designated to rate school performance. The new reporting is calculated with appropriate indicators for elementary, middle, and high schools, and will yield an in-depth analysis of students' college and career readiness. It will measure the extent to which a school, school district, and the state are successfully making progress in a number of key areas, such as content mastery, student attendance, and the next level of preparation. Stakeholders will now have a complete and comprehensive picture of where a school or district is meeting performance expectations and where it is not, beyond student test scores. Beginning in December 2012, every school in the state will receive a numerical index score out of 100 points called the College and Career Readiness Performance Index (CCRPI) number. Using 2010-2011 school year assessment and graduation rate data, a percentage of Title I schools will be identified as Reward, Priority, Focus, or Alert Schools. These new school designations provide a deeper understanding of what resources schools need in order to be successful in their efforts to prepare students to be college and career ready.

Reward School: highest-performing (top 5% of Title I: highest performance/all students for 3 years or highest grad rates) or high progress (Top 10% of Title I: highest progress in performance/all students for 3 years or highest progress in increasing grad rates).

Priority School: a school among the lowest 5% of Title I Schools in the state based on specific achievement factors.

Focus School: accounts for 10% of Title I Schools with a large gap between their highest-achieving subgroup and lowest-achieving subgroup or schools that have had a graduation rate lower than 60% for two years in a row.

Alert School: these can be both Title I and non-Title I schools that have low graduation rates, low achievement in a particular student subgroup such as English Language Learners or Special Education, or low achievement in a particular content subject area such as mathematics or science.

REFERENCES:

Information obtained from the following websites:

GA DOE Website: <http://www.gadoe.org/>

US DOE Website: HYPERLINK "http://www.ed.gov/index.jhtml?src=a" <http://www.ed.gov/>

The Griffin-Spalding County School System
2013-2014 District Parental Involvement Policy
Revision Date: 11/15/2012

PARENT INVOLVEMENT IN EDUCATION IN TITLE I SCHOOLS

The board of Education (Board) affirms and assures the rights and responsibilities of parents and legal guardians of children being served in activities funded by Title I the opportunities to participate in the planning, design and implementation of the Title I program and its activities.

PARENT INVOLVEMENT IN EDUCATION IN TITLE I SCHOOLS

In support of strengthening student academic achievement, the Griffin-Spalding County School System (GSCS) shall develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act of 1965 (ESEA) (districtwide parental involvement policy). The policy establishes GSCS's expectations for parental involvement and describes how it will implement a number of specific parental involvement activities, and it is incorporated into the GSCS plan submitted to the State educational agency (SEA).

GENERAL EXPECTATIONS

The Griffin-Spalding County School System agrees to implement the following statutory requirements: The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school district will incorporate this districtwide parental involvement policy into its Local Education Agency (LEA) plan developed under section 1112 of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will 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 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

that parents play an integral role in assisting their child's learning;

that parents are encouraged to be actively involved in their child's education at school;

that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

the carrying out of other activities, such as those described in section 1118 of the ESEA.

The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center (PIRC), as well as the PIRC in each Title I school.

DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

The Griffin-Spalding County School System will take the following actions to involve parents in the joint development of its districtwide parental involvement plan under section 1112 of the ESEA:

Provide multiple opportunities on varying days and times at the beginning of each school year for all parents and community members to review/revise the district parental involvement plan.

Seek input on the parental involvement plan from members of the Superintendent's Advisory Council during one of their monthly meetings.

Notify parents and the public of all meetings to review and revise the district parental involvement plan in multiple ways including: school system website, flyers, ParentLink, social media, newsletters, and/or press releases.

The Griffin-Spalding County School System will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Each Title I school will invite all parents to provide input on the Schoolwide/School Improvement Plan annually. Invitations may be in the form of flyers, letters sent home, newsletters, ParentLink, school website, or social media.

Provide multiple opportunities on varying days and times, open to all parents, for the purpose of reviewing the Comprehensive LEA Improvement Plan.

Notify parents and the public of all meetings to review the Comprehensive LEA Improvement Plan in multiple ways including: school system website, flyers, ParentLink, social media, newsletters, and/or press releases.

The Griffin-Spalding County School System will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Hold monthly technical assistance meetings for school-level Parent Liaisons, offered at varying dates and

times.

Provide templates, samples, and other documents for schools to use in carrying out Title I Parent Involvement activities.

Facilitate and present on special topics at Title I schools per request from the school.

The Griffin-Spalding County School System will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs, such as Head Start and State-operated preschool programs, by:

Coordinate with program directors to host Pre-Kindergarten information session for the parents of all incoming Pre-Kindergarten students.

Provide programs and information to parents regarding preparing students for academic success.

The Griffin-Spalding County School System will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The district Parent and Community Engagement Coordinator will be responsible for the evaluation of the parental involvement policy. This evaluation will take place in the Fall and Spring of each school year via survey.

The survey will be made available to all parents of Title I students via electronic and paper copies. The survey will be translated into Spanish and provided to limited-English proficient parents. Parents will be informed of the survey via a cover letter and paper copy sent home with students, at school events including Open House, on the school system website, school and district parent newsletters, paper copies in the district office, and the district Facebook page.

Parent input from the Fall Survey will be used to plan for the newly-started school year. Parent input from the Spring Survey will be used to determine if parents needs based on the Fall Survey were met. Fall and Spring survey responses will be compared and contrasted, determining strengths and weaknesses in the program.

Parents will be made aware of the results of the survey via the district parent newsletter and school system website.

The Griffin-Spalding County School System will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

the State's academic content standards,

the State's student academic achievement standards,

the State and local academic assessments including alternate assessments,

the requirements of Part A,

how to monitor their child's progress, and

how to work with educators:

Title I schools will be provided with materials related to the listed topics to host parent workshops.

All Title I schools will hold an Annual Title I meeting open to all parents and stakeholders for the purpose of reviewing the requirements of Title I, Part A. Student agendas will contain the current school year's Title I Information sheet, which all parents will be able to access. Parents will be informed of the school district's student information system, Infinite Campus, where they can create an account and monitor their students' grades, assignments, and absences. All parents will be provided with the opportunity to partake in parent-teacher conferences.

The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Host a minimum of four Parent University events throughout the school year on varying topics.

Provide schools with necessary materials to host parent workshops on enhancing parent involvement,

literacy, technology, child development, understanding assessments, preparing for standardized tests, and other topics as requested by parents of schools.

Maintain a district Parent Informational Resource Center containing a variety of materials in multiple languages for parents to utilize.

The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Provide schools with materials to conduct staff trainings; each school will hold four staff trainings per year. Incorporate parents as co-presenters in staff trainings.

Educate administrators and staff members on the most recent and relevant information regarding parental involvement in education including the benefits of parent engagement, Parent-Teacher Conferences, communication, and involving parents in homework.

Provide assistance regarding parent involvement to new teachers via New Teacher Orientation.

The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, 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, by:

Coordinate with program directors to host a Pre-Kindergarten informational session for incoming parents.

Coordinate with the ESOL director to host events for parents of ESOL students.

Have important parent correspondence translated into Spanish. Documents which are not translated will contain a statement in Spanish indicating who to contact for translation assistance.

Maintain a district Parent Informational Resource Center (PIRC) , housed in the Parent Services Center. The PIRC will contain a variety of materials for parents to utilize and check-out including books, DVDs, CDs, computers, pamphlets, and others. Many materials will be available in Spanish.

Parents who do not have access to a computer or the internet will be able to use the designated computers in the PIRC.

A translator will be able to facilitate Spanish-speaking parents

The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

All correspondence to parents will be sent on GSCS letterhead or will have the GSCS logo visible.

The language will be kept simple, free of jargon, euphemisms, and slang. All acronyms and abbreviations will be defined.

Some documents will contain a statement in Spanish informing the parent that the document is important, should be translated, and who to call for assistance. Important documents will be translated into Spanish and provided to the necessary parents.

All documents will contain contact information for parents who have questions or need further assistance.

The school district shall implement the following practices to meet the federal requirements under Title I, to provide for the representation of Spalding County students residing in neglected and delinquent institutions:

Parent involvement is recognized to be critical to the success of all students, including those students residing in neglected and delinquent facilities in Spalding County. In the absence of a parent or guardian, the representative of the neglected and delinquent facility should act in place of the parent in regards to parental involvement activities. The involvement of the representative should be geared to increase student achievement. If the representative of the facility is unable to act, instructional staff may act in the place of the facility representative.

The Griffin-Spalding County School System (GSCS) will collaborate with neglected and delinquent facility representatives for program ideas as well as invite them to participate in offered parent trainings and meetings regarding parent involvement.

GSCS will regularly communicate with neglected and delinquent institutions within their district. GSCS will provide appropriate school representatives, including the School Parent Involvement Coordinator, Title I Director and the Director of Student Services, information on students residing in these facilities to promote enhanced communication and assistance. GSCS will provide the neglected and delinquent institutions with contact information for GSCS officials that may assist them throughout the year.

GRIFFIN-SPALDING COUNTY SCHOOL SYSTEM COMPLAINT PROCEDURE (Policy KN)

It is the policy of the Griffin-Spalding County Board of Education that grievances and complaints relating to school matters are to be recognized and addressed in an orderly manner. Grievances and complaints shall be addressed from parents, students, staff, private schools and other concerned organizations or individuals in the general public. Grievances and complaints shall be handled and resolved, whenever possible, as close to their origin as possible. For the purposes of this policy, a grievance is defined as any claim by a member of the public that the action or operation of the school district or the Board of Education is in violation of the law or Board policy. Any claim that does not meet the definition of grievance will be considered a complaint and it will be handled through routine administrative procedures. Additional Griffin-Spalding County Board policies that address grievances are:

- Board Policy BCAE addresses grievances relating to matters of local controversy in reference to the construction or administration of the school law.
- Board Policy GAAA/JAA addresses grievances involving requirements of Title VI, Title IX, Non-discrimination, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.
- Board Policy GAE addresses grievances relating to matters affecting employment relationships of certified personnel.
- Board Policy JCDA addresses grievances about disciplinary actions.
- The Title VI Coordinator is Donna Parks, 216 S. 6th Street, Griffin, GA 30224, telephone number is 770-229-3700, ext. 349.
- The Title IX Coordinator is Jim Smith, 216 S. 6th Street, Griffin, GA 30224, telephone number is 770-229-3700, ext. 357.
- The Section 504 and American with Disabilities Act Coordinator is Shelia Mincey, 216 S. 6th Street, Griffin, GA 30224, telephone number is 770-229-3700, ext. 333.
- The Sports Equity Coordinator is Jim Smith, 216 S. 6th Street, Griffin, GA 30224, telephone number is 770-229-3700, ext. 357.

Board Policy BCAE addresses grievances relating to matters of local controversy in reference to the construction or administration of the school law.	
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