



Title I Parent Handbook

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GWINNETT COUNTY
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*is to pursue excellence
in academic knowledge,
skills, and behavior
for each student,
resulting in measured
improvement against
local, national, and
world-class standards.*

2014-2015

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Revised July 1, 2014

**GWINNETT COUNTY PUBLIC SCHOOLS
OFFICE OF FEDERAL & SPECIAL PROGRAMS**

TITLE I PARENT HANDBOOK

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678-301-6834

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School Contact Information

SCHOOL NAME	PARENT CENTER	SCHOOL OFFICE
Alcova ES	678-376-8500	678-376-8500
Alford ES	678-245-3209	678-924-5300
Anderson-Livsey ES	678-344-3527	678-344-2082
Annistown ES	770-736-4488	770-979-2950
Beaver Ridge ES	770-326-8093	770-447-6307
Benefield ES	678-518-6981	770-962-3771
Berkeley Lake ES	678-291-4233	770-446-0947
Berkmar HS	770-806-3719	770-921-3636
Berkmar MS	770-638-2300	770-638-2300
Bethesda ES	770-381-4213	770-921-2000
Britt ES	678-639-3884	770-972-4500
Cedar Hill ES	678-377-8978	770-962-5015
Centerville ES	678-639-3721	770-972-2220
Central Gwinnett HS	770-822-6540	770-963-8041
Chesney ES	678-542-2309	678-542-2300
Corley ES	678-245-3468	678-924-5330
Ferguson ES	678-245-5484	678-245-5450
GIVE East	678-407-8857	770-338-4855
GIVE West	770-246-5341	770-246-5300
Grace Snell MS	770-554-7765	770-554 7750
Harris ES	770-232-3244	770-476-2241
Hopkins ES	770-564-2661	770-564-2661
Jackson ES	770-682-4200	770-682-4200
Jenkins ES	678-407-8886	678-407-8900
Kanoheda ES	770-682-4221	770-682-4221
Knight ES	770-806-3877	770-921-2400

SCHOOL NAME	PARENT CENTER	SCHOOL OFFICE
Lawrenceville ES	770-513-6879	770-963-1813
Lilburn ES	678-245-5124	770-921-7707
Lilburn MS	770-638-2383	770-921-1776
Lovin ES	678-518-2956	678-518-6940
Magill ES	770-554-1042	770-554-1030
McKendree ES	678-377-8933	678-377-8933
Meadowcreek ES	770-381-4248	770-931-5701
Meadowcreek HS	770-806-2205	770-381-9680
Minor ES	770-806-2227	770-925-9543
Moore MS	678-226-7152	678-226-7100
Nesbit ES	770-414-2752	770-414-2740
Norcross ES	770-326-8006	770-448-2188
Norcross HS	770-326-8748	770-448-3674
Norton ES	770-736-2015	770-985-1933
Partee ES	678-344-4410	770-982-6920
Peachtree ES	770-417-2458	770-448-8710
Radloff MS	678-245-3417	678-245-3400
Richards MS	770-338-4815	770-995-7133
Rockbridge ES	770-326-8090	770-448-9363
Rosebud ES	678-639-3838	678-639-3800
Shiloh ES	770-736-2129	770-985-6883
Shiloh MS	770-736-4003	770-972-3224
Shiloh HS	678-344-2735	770-972-8471
Simonton ES	770-513-6683	770-513-6637
Snellville MS	770-736-4475	770-972-1530
South Gwinnett HS	678-344-2732	770-972-4840
Stripling ES	770-582-7590	770-582-7577
Summerour MS	770-582-7545	770-448-3045
Sweetwater MS	770-806-7814	770-923-4131
Sycamore ES	678-765-4861	678-714-5770
Winn Holt ES	678-376-8629	678-376-8600

GWINNETT COUNTY PUBLIC SCHOOLS
TITLE I PARENT INVOLVEMENT POLICY
2014-2015

PART I

GENERAL EXPECTATIONS

Gwinnett County Public Schools (GCPS), also referred to as the Local Educational Agency (LEA) or the district, is committed to establishing partnerships with parents and community members, and encourages their participation in the design, implementation, and evaluation of its Title I Parent Involvement Policy and activities as stipulated under section 1112, section 1116, and section 1118 of the Elementary and Secondary Education Act (ESEA) as reauthorized by the No Child Left Behind Act.

Gwinnett County Public Schools 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.
- Consistent with Section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes as a component a school-parent compact consistent with Section 1118 (d) of the ESEA.
- The school district will incorporate this LEA parental involvement policy into its 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 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 1 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:

- (A) That parents play an integral role in assisting their child's learning.**
- (B) That parents are encouraged to be actively involved in their child's education at school.**
- (C) 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.**
- (D) The carrying out of other activities, such as those described in Section 1118 of the ESEA.**

PART II.

DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED LEA PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Gwinnett County Public Schools will take the following actions to involve parents in the joint development of its LEA parental involvement plan under Section 1112 of the ESEA:
 - All parents of students attending Title I schools, including parents of homeless, migrant, neglected and delinquent children and parents whose children are served by Title I and attending private schools, are given the opportunity to participate in the joint development of the LEA parent involvement policy either at the local school level by attending a Title I Planning Meeting or at the district level by attending the District Title I Parent Meeting.
 - The District Title I Parent Meeting is open to all parents of students participating in a Title I Program.
 - The District Title I Parent Meeting is held in both the morning and evening during the months of September and April.
 - Parent input from the local school Title I Planning Meetings, the District Title I Parent Meeting, and the Title I Annual Parent Survey are used to revise the district's Title I Comprehensive LEA Improvement Plan (CLIP) and the Parent Involvement Policy.
 - Local school Title I Planning Meetings are held from the late spring to early fall and additional Title I Planning Meetings are scheduled as needed.
 - During these meetings, all parents, community members, school administrators and staff have the opportunity to review and revise the school Parent Involvement Policy, Calendar of Events, School-Parent Compact, and Title I budget and to provide input and feedback.
 - For parents who are unable to attend the Title I Planning Meetings, opportunities are offered to review draft forms of the documents and provide input and feedback.
 - The Title I Program including all documents will be reviewed in detail at the Title I Annual Parent Meeting held during the months of August or September.
 - During Title I Annual Parent Meetings, the district's Title I Plan and Parent Involvement Policy, School – Parent Compact, Local School Parent Involvement Policy, Calendar of Events, and the Title I Complaint Procedure are reviewed with parents.
 - Parents are informed of the Federal Education Rights and Privacy Act (FERPA), the Protection of Pupil Rights Act (PPRA) and the Student Directory Information Disclosure to military/institutions of higher learning (high schools). These required Title I documents and parent notifications are distributed by each local Title I school, and are included in the Title I Parent Handbook and posted on district and local school websites.
 - All meetings are advertised to parents in at least two different ways, such as; sending flyers home with students, using the local schools' messaging systems, and posting the information on the schools' websites or marquees.

2. Gwinnett County Public Schools will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
 - All parents of students participating in Title I Programs are given opportunities to review the plan at the local school-level during Title I Planning Meetings with school administration and local school Title I staff to provide feedback to the district.

- Parents can review drafts of the plan by visiting the schools' main offices, Parent Centers and other central locations, to provide input.
 - Parents are invited to attend the District Title I Parent Meeting to review the Comprehensive LEA Improvement Plan (CLIP) and offer feedback.
 - Parents are able to review drafts of the plan by visiting the schools' websites.
 - Opportunities for parents to express concerns, ask questions or voice complaints are outlined in the LEA Complaint Procedures.
3. Gwinnett County Public Schools 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:
- The local schools fund a full or part-time Parent Instructional Coordinator (PIC) to help build the capacity of parents to provide academic support to their children.
 - Title I Program Specialists assist the Parent Instructional Coordinators at each Title I school to ensure the effective planning and implementation of the parent involvement program.
 - The Title I Office also provides each PIC with monthly professional development on research-based parent involvement strategies to help parents support their children's academic success.
 - To fund the parent involvement programs at the district and school level, the Title I Office allocates funds for parent involvement based on the mandate contained in the ESEA. Not less than one percent (1%) of the GCPS Title I allocation is set aside for parent involvement.
 - The total allocation for parent involvement for the 2014-2015 school year supports the employment of Parent Instructional Coordinators (PICs), the operation of Title I Parent Centers, printing, supplies, and materials for parent activities for each Title I school.
 - Local schools may also offer a Parent Leadership Academy which provides learning opportunities on becoming parent leaders in the schools.
 - District and school staff will participate in professional development for promoting family engagement and building parent capacity.
 - Additional opportunities to involve parents include: Title I Parent Workshops, volunteer programs and participation in school leadership teams such as the Title I Planning Team, PTA, Local School Councils, and the District Title I Parent Meeting.
 - Members of a team will receive training for the implementation of Academic Parent Teacher Teams (APTT), a research based model for districtwide parent capacity building.
 - Gwinnett County Public Schools supports the "Be There" initiative. This initiative encourages parental involvement and emphasizes to parents the impact that their participation in school activities has on student achievement and their child's academic success.
4. Gwinnett County Public Schools will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs such as; Head Start, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and state-operated preschool programs by:
- The LEA heavily promotes and advertises kindergarten registration in local newspapers and media platforms in addition to providing all necessary paperwork for registration in a downloadable format on the GCPS website.
 - Local Title I schools coordinate with community child development centers including Head Start and Georgia Pre-K, to inform parents of the kindergarten registration process and to assist in the transition from preschool to kindergarten.
 - Local Title I schools invite parents who have a child enrolling into kindergarten in the fall to participate in Title I Planning Meetings.
 - All Title I schools offer a kindergarten transition meeting where they build parent capacity by teaching parents the strategies and skills needed to prepare their children for the entry to elementary school.

- In addition, many Title I schools offer Kinder-Camps over the summer to promote kindergarten readiness by giving students a chance to meet the kindergarten teachers and experience a few days of kindergarten activities prior to the start of the school year.
 - During Kinder-Camps, local schools offer a parent workshop to teach parents skills and strategies to help their rising kindergartener for their first year of school.
5. Gwinnett County Public Schools 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.
- A district-wide, annual survey is administered for parent input and feedback.
 - District Title I Parent meetings are held at various sites and times to maximize parent participation so that parents have the opportunity to provide input regarding the policy.
 - In addition, parents can provide input through the District Title I Parent Meeting and at the local school Title I Planning Meetings to discuss the effectiveness of the Title I Program.
 - Parent input, along with survey results from local schools, are used to determine the effectiveness of the program; to identify barriers to parent participation; and to increase opportunities for parent participation.
 - All Title I meetings are documented with a printed agenda, attendance sign-in sheets, copies of multiple invitations such as flyers announcing the meeting, phone logs and school website postings.
 - Minutes of all Title I meetings are recorded and all parents' written comments and suggestions are collected and submitted to the Title I Office. The Title I Office maintains its records for five years and is subject to monitoring by the Georgia Department of Education and the United States Department of Education.
 - Results and conclusions from the Local School Plan for Improvement Schoolwide Plan will be shared with parents as an opportunity to provide feedback on its effectiveness.
6. Gwinnett County Public Schools will build the schools' and parents' capacity for strong parental involvement 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 described below:
- Administrators, faculty, and staff collaborate with businesses and community-based organizations to provide resources and networks for parents and students.
 - GCPS supports parents in meeting their basic obligation as their child's first teacher. This is accomplished in part through Parent Centers at each Title I school, facilitated by certified personnel, where materials for check-out are available to parents.
 - The State PAC representative and at least one Title I Office employee will attend the GaDOE Family Engagement Conference in January 2016.
 - Parent meeting and workshop days, times and locations vary to accommodate parents' schedules and maximize parent participation. Childcare and interpreters may be provided for Title I meetings when feasible.
 - GCPS will support the implementation of Academic Parent Teacher Teams (APTT), a parent engagement capacity building model.
 - All parent communications are provided in an easy-to-understand language. Translations and interpreters for Spanish, Vietnamese, Korean, and Bosnian are available through the GCPS Title III Office, local school personnel, or other contracted individuals.
 - Translations for other languages may be provided upon request, and to the extent practicable.

- GCPS maintains continuous communication with parents through multiple media sources, including GCPS and local school websites, local media, community and business partners, parent-teacher conferences, parent workshops, Parent Centers, newsletters, emails, signs and posters, telephone, and automated calling systems.
- Annually, parents are notified of the academic status of Title I schools.
- Parents of students attending Title I schools identified as Priority and Focus receive a written explanation regarding the school's status and are advised of their parent rights under ESEA. These parents have the right to provide input regarding the development of the school's Flexible Learning Program (FLP). Additionally, each school's parents, administration and faculty, and other school district personnel assist the school in defining and attaining academic goals. Information about Flexible Learning Programs is made available on each Priority and Focus School's website and the GCPS website. Information is also available at each school's Parent Center.
- The GCPS District Title I Parent Meeting includes all Title I parents in matters concerning the district's Title I Program. All parents from each Title I school, Parent Instructional Coordinators, Title I Office Staff and other district level personnel are invited to attend. District Title I Parent Meetings are held twice each year. Topics of discussion for these meetings include: Title I updates, the Comprehensive LEA Improvement Plan (CLIP) and the Consolidated Application or the Title I budget plan for the upcoming year.
- During local school meetings, such as the Title I Annual Parent Meeting, Curriculum Night, Open House, Orientation Meetings, and Parent-Teacher conferences, the jointly-developed School-Parent Compact is explained, discussed and signed with parents and students.
- During the initial dissemination, teachers are asked to make three attempts to collect the signed Compact Cover Page from each parent. Newly enrolling students and parents discuss and sign the School-Parent Compact and receive a copy, along with the other required Title I documents at registration.
- Schools use the compacts during follow-up conferences throughout the year and maintain the original signed cover page. During follow-up meetings, parents and teachers may elect to revise an individual student's School-Parent compact to accommodate that student's individual needs.
- Parents have the opportunity to provide feedback through discussion sessions and surveys.
- Suggestions are always welcomed and considered.
- *All learning opportunities provided for parents are based on The Six Strategies for Building Capacity for Parent Involvement (see chart below).*

The Six Strategies for Building Capacity for Parent Involvement

i.	<i>Program Information for Parents</i>	Each school shall provide assistance to parents of participating Title I children in understanding such topics as the state's academic content and achievement standards, the assessments being used, the requirements of Title I, Part A, and how to monitor their children's progress and work with educators to improve their achievement.
ii.	<i>Materials and Training</i>	Each school shall provide materials and training, such as literacy and trainings on how to use technology, to help parents work with their children to improve achievement.
iii.	<i>Educate Educators</i>	Each 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.
iv.	<i>Transition Coordination</i>	Each school shall "to the extent feasible and appropriate," coordinate and integrate parental involvement programs with organizations that work with non-school age children and conduct other activities, such as parent resource centers, that encourage parents in more fully participating in the education of their children. Transition programs are in place to ensure that parents can support their children as they transition between all school levels, from pre-school to elementary, elementary school to middle, middle school to high.
v.	<i>Understandable Communication</i>	Each school shall ensure that information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
vi.	<i>Other Requested Activities</i>	Each school shall provide such other reasonable support for parental involvement activities as parents may request.

A. 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 the following topics, by undertaking the actions described in the following table.

<p><i>Georgia's academic content and student achievement standards</i></p>	<ul style="list-style-type: none"> • GCPS' AKS curriculum is aligned to the Common Core Georgia Performance Standards. These standards provide a consistent, clear understanding of what students are expected to learn. • On the school system's website, GCPS provides links to the AKS for the elementary, middle and high school levels. • GCPS provides a parent-friendly guide to understanding the AKS and the CCGPS correlation, as well as what they can expect, what they can "look for in the backpack" and what they can do to help their children at home. • GCPS offers Language Arts and Mathematics strategies to use at home. • Scope and Sequence / Instructional Calendars for the four core content areas per grade level are available on the GCPS website. • Information about state academic content and student achievement standards is shared at Curriculum Nights, Parent-Teacher Conferences, Annual Title I Parent Meetings, and various other content related parent involvement events. • All materials from the GCPS website and from scheduled local-school meetings are available in print format and translated to the extent practicable.
<p><i>State and local academic assessments including alternate assessments</i></p>	<ul style="list-style-type: none"> • The GCPS website will provide information on state, local and alternate assessments, including a calendar of assessment dates and study materials, when applicable. • The Parent Portal provides students' score reports on state assessments. • Assessment results are shared during Parent-Teacher Conferences and/or sent home. • Information about assessments is discussed with parents at the Annual Title I Parent Meetings.
<p><i>The requirements of Title I, Part A</i></p>	<ul style="list-style-type: none"> • Documents conveying the school's participation in Title I, the requirements of Title I and the right of parents to be involved are posted on both local school and the GCPS websites. • All parents of students participating in the Title I Program are invited to participate in the Title I Planning Meeting(s), Annual Title I Parent Meetings, and other meetings scheduled throughout the year, including Curriculum Night and Parent Involvement Workshops and Parent Capacity building activities. • Information regarding the Title I Program is also sent home in paper form by each local Title I school within the first month of the school year, and then given to families as their children enroll after the first day of school.
<p><i>How to monitor their child's progress</i></p>	<ul style="list-style-type: none"> • Training in planned workshops or one-on-one assistance from the Parent Instructional Coordinator to ensure parents are familiar and comfortable utilizing resources such as eClass and the Parent Portal to monitor their child's grades and class assignments. • Regularly issued progress reports and report cards at established intervals to ensure parents are aware of their child's academic performance. • Parent-teacher conferences conducted twice annually in the elementary schools and middle schools, and as requested in high schools. (Parents may always request additional conferences with teachers or administrators). • Curriculum Night held in the fall for parents to meet with their child's teacher in a group setting and learn the academic content and expectations for the year.
<p><i>How to work with educators</i></p>	<ul style="list-style-type: none"> • Parents are invited and encouraged to participate in the Title I Planning Meeting(s) to review data, provide input on the budget and jointly develop documents such as the School-Parent Compact and Parent Involvement Policy. • Annual surveys give parents an opportunity to provide the local school and the district with their feedback as to the efficacy of the Title I Program. • Opportunities for parents to attend workshops to learn skills and strategies to assist their children from home.

	<ul style="list-style-type: none"> • Opportunities to have frequent, two-way communication with teachers and other school personnel as needed and in a format that best serves each family (email, phone calls, in person conferences, etc.)
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B. 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:

- Parents are informed at the Annual Title I Parent Meetings about the guidelines, purpose, goals and resources of the Title I Program.
- GCPS provides a Parent Center with a certified teacher who serves as the Parent Instructional Coordinator to assist parents in checking out resources for parents to use at home.
- Parent Instructional Coordinators will offer opportunities to teach parents skills and strategies both in workshop classes or in one-on-one settings so that parents may help their children at home.
- The Parent Instructional Coordinator maintains the Parent Center and offers flexible and extended hours for the Parent Center to ensure availability to parents.
- GCPS and local Title I schools invite and encourage all parents of children participating in Title I Programs to attend local school and district level Title I meetings to receive important information and offer feedback.
- Local Title I schools make local school Family Engagement Calendar of Events available in various formats and languages.
- GCPS provides monthly staff development for Parent Instructional Coordinators so they are trained in best practices.
- Additionally, district and school staff will participate in professional development for family engagement capacity building. Members of a team will receive training for the implementation of Academic Parent Teacher Teams, a research based model for districtwide parent capacity building.

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

- Identify staff and parental needs in formal and informal needs assessments.
- Provide training to all school faculty and staff on effective parent communication strategies.
- Ensure that school personnel see parents as equal partners in the educational process and encourage frequent two-way communication between the parents and school.
- Consider parents’ input in planning the training for effective communication practices.
- Offer monthly opportunities for Parent Instructional Coordinators to meet with District Title I Coordinators and Program Specialists to participate in professional development.
- Encourage Parent Instructional Coordinators to network with each other to share best practices.

D. 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, 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:

- The LEA heavily promoting and advertising kindergarten registration in local newspapers and media platforms.
- The district providing all necessary paperwork for registration in a downloadable format on the District website.
- Local Title I schools coordinate with community child development centers to inform parents of the kindergarten registration process and to assist in the transition from preschool to kindergarten.
- All Title I schools offering a kindergarten transition meeting where they provide parents with the necessary information needed to prepare their children for the entry to elementary school. These meetings are led by the Parent Instructional

Coordinator and the Kindergarten team of teachers and offer parents strategies to help their child learn necessary skills to begin kindergarten in the fall.

- Title I schools offering Kinder-Camps over the summer to promote kindergarten readiness by giving students a chance to meet the kindergarten teachers and experience a few days of kindergarten activities prior to the start of the school year.
- During Kinder-Camp, local schools offering a parent workshop to teach parents skills and strategies to help their rising kindergartener for their first year of school.

E. 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 parent communications are provided in an easy-to-understand language. Translations and interpreters for Spanish, Vietnamese, Korean, and Bosnian are available through the GCPS Title III Office, local school personnel, or other contracted individuals.
- Translations for other languages may be provided upon request, and to the extent practicable.
- GCPS maintains continuous communication with parents through multiple media sources, including GCPS and local school websites, local media, community and business partners, parent-teacher conferences, parent workshops, parent centers, newsletters, emails, signs and posters, telephone, and automated calling systems.

F. Provide other reasonable support for parental involvement activities under Section 1118 as parents may request.

- Each school will submit to the district Title I office any parents comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children. Once the complaint is received by Gwinnett County Public Schools it will be copied and forwarded to the appropriate Federal Program Director/Coordinator.
- Schools and the LEA will utilize the data from the feedback forms and meeting/workshop evaluations provided to parents at each Title I meeting and event and those collected by school personnel at the conclusion of each activity.
- The LEA creates a Title I Survey which is offered electronically and via paper/pen each spring.
- Data collected from the Title I annual survey is analyzed to identify parents' needs and to determine if there are any barriers to their involvement.
- Data from these different forms is reviewed by Title I personnel including the Parent Instructional Coordinator and the Program Specialist.
- Using the data, the district determines which research-based strategies to implement for more effective parental involvement.
- This data is also used to determine the need to increase or amend the parent involvement budget, and revise the Title I Parent Involvement Policy and Calendar of Events.
- Depending upon parents' feedback, comments, and suggestions, the Title I Office may modify LEA sponsored events and activities for parents.

PART III.

DISCRETIONARY LEA PARENTAL INVOLVEMENT POLICY COMPONENTS

GCPS supports the implementation of the activities below. Description of how these activities will be implemented can be found throughout this PI policy.

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents
- Maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend those conferences at school
- Adopting and implementing model approaches to improving parental involvement
- Establishing a LEA parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities

PART IV.

ADOPTION

This LEA Title I Parent Involvement Policy was reviewed and revised with the input of GCPS staff, parents, and community members, and finalized July 1, 2014. It will be distributed to all parents of students attending Title I and Targeted Assistance schools. It will also be available to the community through the Parent Centers and on the GCPS website.

This policy was adopted by the **Gwinnett County Public School District** on July 1, 2014 and will be in effect for the period of one year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 24, 2014.

Notification to Parents of Students Attending Title I Schools

The Elementary and Secondary Education Act (ESEA) requires that parents be notified that they may request information about teacher and paraprofessional qualifications.

The following information may be requested:

- Whether the teacher met the state requirements from the Georgia Professional Standards Commission for certification for the grade level and subject area which they teach;
- Whether the teacher is teaching under an emergency or other temporary status through which Georgia qualifications or certification criteria have been waived;
- What undergraduate or graduate degree(s) the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration; and
- Whether your child is provided services by paraprofessionals, and if so, their qualifications.

In addition, parents will be notified by the school when their child has been taught for four consecutive weeks by a teacher(s) who is not highly qualified.

If you wish to request information concerning your child's teachers' qualifications, please contact the principal at your child's school.

Family Educational Rights and Privacy Act (FERPA) **Annual Notice of Student Education Record Privacy**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]

Protection of Pupil Rights Amendment (PPRA) Annual Notice to Parents

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education.
 1. Political affiliations or beliefs of the student or student’s parent.
 2. Mental or psychological problems of the student or student’s family.
 3. Sex behavior or attitudes.
 4. Illegal, anti-social, self-incriminating, or demeaning behavior.
 5. Critical appraisals of others with whom respondents have close family relationships.
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
 7. Religious practices, affiliations, or beliefs of the student or parents.
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of*
 1. Any other protected information survey, regardless of funding.
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law.
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use
 1. Protected information surveys of students.
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes.
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Gwinnett County Public Schools will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Gwinnett County Public Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Gwinnett County Public Schools will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Gwinnett County Public Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by U.S. Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Gwinnett County Public Schools
Complaint Procedures under the
Elementary and Secondary Education Act (ESEA)

A. Grounds for a Complaint

Any individual, organization, or agency (“complainant”) may file a complaint with Gwinnett County Public Schools (GCPS) if that individual, organization, or agency believes and alleges that GCPS is violating a Federal statute or regulation that applies to a program under the Elementary and Secondary Education Act (ESEA). The complaint must allege a violation that occurred not more than one (1) year prior to the date the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

B. Federal Programs for Which Complaints Can Be Filed

1. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
2. Title I, Part B, Subpart 3: Even Start Family Literacy
3. Title I, Part C: Education of Migrant Children
4. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
5. Title I, Part F: Comprehensive School Reform
6. Title II, Part A: Teacher and Principal Training and Recruiting Fund
7. Title II, Part D: Enhancing Education Through Technology
8. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
9. Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities
10. Title IV, Part A, Subpart 2: Community Service Grants
11. Title IV, Part B: 21st Century Community Learning Centers
12. Title V, Part A: Innovative Programs
13. Title VI, Part A, Subpart 1, Section 6111: State Assessment Program
14. Title VI, Part A, Subpart 1, Section 6112: Enhanced Assessment Instruments Competitive Grant Program
15. Title VI, Part B, Subpart 2: Rural and Low-Income Schools
16. Title IX, Part E, Subpart 1, Section 9503: Complaint Process for Participation of Private School Children

C. Complaints Originating at the Local Level

As part of its Assurances within ESEA program grant applications and pursuant to Section 9306 of ESEA, an LEA accepting federal funds must have local written procedures for the receipt and resolution of complaints alleging violations of law in the administration of covered programs. Therefore a complaint should not be filed with the Georgia Department of Education until every effort has been made to resolve through local written complaint procedures. If the complainant has tried to file a complaint with Gwinnett County Public Schools to no avail, the complainant must provide the Georgia Department of Education written proof of their attempt to resolve the issue with Gwinnett County Public Schools.

D. Filing a Complaint

A complaint must be made in writing and signed by the complainant. The complaint must include the following:

1. A statement that Gwinnett County Public Schools has violated a requirement of a Federal statute or regulation that applies to an applicable program;
2. The date on which the violation occurred;
3. The facts on which the statement is based and the specific requirement allegedly violated (include citation to the Federal statute or regulation);
4. A list of the names and telephone numbers of individuals who can provide additional information;
5. Whether a complaint has been filed with any other government agency, and if so, which agency;
6. Copies of all applicable documents supporting the complainant's position; and the address of the complainant.
7. The complaint must be addressed to:

Mr. Jorge Gomez, Executive Director of Administration and Policy
CEO/Superintendent's Office
Gwinnett County Public Schools
437 Old Peachtree Road, NW
Suwanee, Georgia 30024-2978

Once the complaint is received by Gwinnett County Public Schools it will be copied and forwarded to the appropriate Federal Program Director/Coordinator.

E. Investigation of Complaint

Within ten (10) days of receipt of the complaint, Gwinnett County Public Schools (GCPS) will issue a Letter of Acknowledgement to the complainant that contains the following information:

1. The date GCPS received the complaint;
2. How the complainant may provide additional information;
3. A statement of the ways in which GCPS may investigate or address the complaint; and
4. Any other pertinent information.

If additional information or an investigation is necessary, GCPS will have sixty (60) days from receipt of the information to complete the investigation and issue a Letter of Findings.

If the Letter of Findings indicates that a violation has been found, a timeline for corrective action will be included.

The sixty (60) day timeline may be extended if exceptional circumstances occur.

The Letter of Findings will be sent directly to the complainant, as well as the other parties involved.

F. Right of Appeal

If an individual, organization, or agency is aggrieved by the final decision of Gwinnett County Public Schools, that individual, organization, or agency has the right to request review of the decision by the Georgia Department of Education.

For complaints filed pursuant to Section 9503 (20 U.S.C. 7883, complaint process for participation of private school children), a complainant may appeal to the Georgia Department of Education no later than thirty (30) days from the date on which the complainant receives the Letter of Findings. The appeal must be accompanied by a copy of the Gwinnett County Public Schools' decision and include a complete statement of the reasons supporting the appeal.

Gwinnett County Public Schools
Complaint Form for Federal Programs
Under the Elementary and Secondary Education Act (ESEA)

Please Print Name (Complainant):	
Mailing Address:	
Phone Number (Home): Phone Number (Work/Cell):	
Date on which violation occurred:	
Statement that the Gwinnett County Public Schools (GCPS) has violated a requirement of a Federal statute or regulation that applies to an applicable program (include citation to the Federal statute or regulation) (attach additional sheets if necessary):	
The facts on which the statement is based and the specific requirement allegedly violated (attach additional sheets if necessary):	
List the names and telephone numbers of individuals who can provide additional information.	
Has a complaint been filed with any other government agency? If so, provide the name of agency.	
Please attach/enclose copies of all applicable documents supporting your position.	
Signature of Complainant:	Date:
Mail this form to: Mr. Jorge Gomez, Executive Director of Administration and Policy CEO/Superintendent's Office Gwinnett County Public Schools 437 Old Peachtree Road, NW Suwanee, Georgia 30024-2978	

