



Wildcat Gazette

9/17/2008

Volume 1, Issue 1

Please submit any news to gmsnews@yahoo.com

Griffin Middle School/ 678-842-6917

WELCOME TO GRIFFIN MIDDLE SCHOOL!

PLEASE JOIN PTSA IF YOU HAVE NOT HAD A CHANCE DURING SNEAK-A-PEEK OR OPEN HOUSE. SIGN UP NOW AND YOU'LL GET A COUPON FOR A FREE CHICK-FIL-A SANDWICH AND ALSO A 10% COUPON AT "PLANET ME - A FUNKY PLACE TO SHOP"

PTSA MEMBERSHIPS ARE AVAILABLE AT THE SCHOOL STORE ON TUESDAY AND THURSDAY MORNINGS. REMEMBER THAT YOU GET INTO THE SCHOOL DANCES FOR FREE WITH YOUR PTSA CARD!!!!

FILL OUT THE FORM BELOW AND SEND INTO THE PTSA SCHOOL STORE WITH \$5.00
(THAT'S LESS THAN 3 CENTS A DAY - WHAT AN INVESTMENT!)

Griffin Middle School PTSA 2008-2009

Please fill out the member profile form and turn it in to the school store.

Name:	
Occupation:	
Phone:	
Home Address:	
Email Address:	
Child Name(s):	
Child Grade(s):	

Are you interested in volunteering with the PTSA? Yes No

Dues: \$5.00	Amount Paid:	Date Paid:	PTSA initial:
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Thank you for supporting the Griffin Middle School PTSA!



ARE YOU CLIPPING BOX TOPS FOR



GRIFFIN MIDDLE SCHOOL?

ARE YOU THROWING AWAY DIMES?

That's what JUST ONE box top is worth!

Just bring them to your homeroom teacher.

MAKE SURE YOUR NAME IS ON THE ENVELOPE / BAG,
Because the teachers are keeping track of who brings in the most.

The Fall Fundraiser has started for all grades. Students are selling Smyrna Merchants Discount Cards for \$10.00. Students will receive a free music download for every three cards they sell. The fundraiser ends on Sept. 30th. Please support Griffin Middle School PTSA!!! We have great things in store for you!

The PTSA REFLECTIONS entries are due October 24th.

NATIONAL PTA is an Arts Recognition program that provides children an opportunity to express themselves through the arts.

"WOW" is the theme this year.

There are 6 categories for the students to submit their work under:

Literature

Musical Composition

Photography

Visual Arts

Dance Choreography, and

Film Production

GRIFFIN PTSA is in need of a committee to collect entries, gather judges to review entries, and submit winning entries to STATE for consideration in the NATIONAL judging.

There is NO limit as to the number of entries a student can submit, but each entry needs its own ENTRY FORM (which can be found in the front office or the PTSA SCHOOL STORE). All entries will be displayed at the Smyrna Community Center when a reception will be held on Sunday, November 16th from 2-5 p.m.

There is also a contest for the 2010-2011 Reflections themes, and the student with the winning entry will receive \$100. Entry forms are available at the PTSA School Store.



THE GMS PTSA MUSICAL PRESENTS :

Coming to the Griffin Theater May 2008. Auditions will be held in November.

One final note from the PTSA, there is a parent tour on the 2nd Tuesday of each month at 10:00 AM

6th Grade News

The 6-A TEAM

The 6-A Team would like to take this opportunity to introduce our members. At Griffin, *the 6th grade is split into two teams. The 6-A team has two math teachers, two language arts teachers, a social studies teacher, a science teacher, and three special education teachers.* Communication between home and school is an essential part of your student's education. Please use the list below to contact any of the team members should you have any questions. We appreciate the opportunity to partner with you to make this the best year possible.

Math

Julie Gunn – Julie.Gunn@cobbk12.org

Alyson Perry – Alyson.Perry@cobbk12.org

Language Arts

Tracy Efaw – Tracy.Efaw@cobbk12.org

Nadia Madrid – Nadia.Madrid@cobbk12.org

Science

Denise Grant – Denise.Grant@cobbk12.org

Social Studies

Shanna Rush – Shanna.Rush@cobbk12.org

Special Education

Danielle Dickerson (science/social studies) – Danielle.Dickerson@cobbk12.org

Christine Riordon (math) – Christine.Riordon@cobbk12.org

Randall Schlanger (language arts) – Randall.Schlanger@cobbk12.org



Team 6B News:

Mr. Harris – Science

In 6B Earth Science, each class and each individual made crystals from a base of volcanic rock and a mixture of salt, food coloring, ammonia, and laundry bluing. Each student records the growth of the crystals in his or her interactive science notebook. We are now on day number five of the process. This project relates to Unit 1 of the pacing guide: Minerals and Rocks. All minerals have, among other things, a crystal structure. Also, scientists observe things and ask questions. This relates to scientific habits of mind. Thank you for your interest.

Mr. Rhoades – Social Studies

We just finished talking about the environment especially related to the Chernobyl Disaster. Each student summarized our discussion by referring to the causes and effects of the problem at hand. Students then brainstormed on some possible solutions. Many students shined as they gave solutions that related not only to Europe, but made applications to our environment. As a result we now have plastic and paper recycling going on in our class.

Ms. Jones – Language Arts

This week, our language arts class played Jeopardy CRCT bowl. The questions included parts of speech and vocabulary categories. Each class formed two groups. Individuals representing each group acted as spoke persons. The competition was keen and highly productive.

Mrs. Pekala – Language Arts

In Mrs. Pekala's Language Arts class, we are studying the mystery genre and just finished learning about text features of fiction and nonfiction literature while reading about bones. Each student has created a vocabulary card ring and is expanding his/her knowledge of Tier 2 words. We are starting an exciting novel called Wanted by Caroline B. Cooney to continue our study of the mystery genre.

Ms. Holloway – Ramp Up Math

Students are now half way done with Unit1-PreAlgebra. The students are doing a good job. Students had fun working on Conventions and Properties of Math project. The students had to create a poster with the concepts and presented to the class.

Mrs. Luker – Math

Students are now finished with Unit 1 – Data and Graphing. They enjoyed taking class surveys and turning them into different types of graphs to analyze data. We are now beginning Unit 2 – Factors and Multiples. It is VERY important for students to know their multiplication facts to do well with this unit. Using flashcards at home or websites that have multiplication games will make review fun for students. One site is gamequarium.com. Also, remember to check agendas and I-Parent for more information about homework and grades.

7th Grade News

From Team 7A

Congrats to our teammate Ms. Ford who is now Mrs. Ford-Clark. We wish our newlywed and her husband a life of happiness.

Team 7B is off to an awesome start!!

We would like to recognize the following students for academic achievement, willingness to help to others, perseverance, and positive attitudes:

- ☺ Leonel Casas☺
- ☺ Airanna Hazel-Applegate☺
- ☺ Everardo Moctezuma☺
- ☺ Mireya Zamora ☺

Important Reminders:

- ✓ Students need to read every night for 30 minutes. All students must read at least 25 books or an equivalent of 1,000,000 words by the end of this school year.
- ✓ Please submit your Box Tops to your child's home room teacher.
- ✓ Please check homework hotline daily for updates and important messages from your child's teacher. 770-795-5720 extensions may be found on the school's website <http://www.cobb.k12.ga.us/~griffin/>
- ✓ Parents can expect the 1st nine week report cards to go home with students on November 18, 2008

8th Grade News

Mrs. Joiner's 8B

Students in Mrs. Joiner's 8B GA Studies classes recently enjoyed a lesson in Chocolate Chip Archaeology! Students were studying the four ancient Indian civilizations as a part of SS8H1 : The student will evaluate the development of the Native American Cultures and the impact of European exploration and settlement on the Native American cultures in Georgia. Each student was given a paper towel, two toothpicks, and a chocolate chip cookie. Their task was to use the toothpicks(tools) to remove the chocolate chips (fossils and artifacts) as intact as possible within the bounds of the dig site (paper towel).Afterwards the students wrote a personal reflection on the qualities one would need to have in order to be a successful archaeologist . The students took their work seriously and were quite successful in their endeavors.

NEWS from our ESOL Team

Of the many recent accomplishments our school has had, the ESOL Department is pleased to report that in the last two years of CRCT testing, Griffin's English Language Learner (ELL) students have increased their scores in Reading/Language Arts by 16.9%! The ELL population at Griffin continues to be one of the largest in the district, and the ESOL Department is grateful for all the support it receives in working to serve these middle school students' needs.

Another success Griffin and its ESOL Department enjoyed recently was the Hispanic Open House. A good number of Hispanic students and their families attended the event. For those were in attendance, and who speak Spanish as their first language, several bilingual interpreters presented information about school successes and initiatives and the upcoming SPLOST referendum. The ESOL Department hopes for the continued involvement of our Hispanic parents in school activities and events, such as the upcoming Town Hall meetings Griffin staff will host at feeder primary schools on October 13th, 14th, and 15th. We hope to see you there!

Academic Highlights

This year jumped off to a fabulous start and the students have embraced the many changes that have been implemented, including the 90-minute academic block. Whether in class for the extended amount of time in the core academic classes, or the standard 45-minute connections classes, one of the focuses this year has been full implantation of the performance-based classrooms, through America's Choice. This means students work as the lead learners of the class, becoming advocates of their own learning, and work collaboratively with one another and the teacher. When visiting Griffin, onlookers are encouraged to check out the many classrooms that are set up in groups, have cozy reading areas, word walls that highlight content vocabulary used during the lessons, and exemplary student work posted. While we encourage every parent to contact the PTSA and join us for the next parent tour October 14th, feel free to contact your child's teachers through their emails, voicemails, student agendas, or check your child's progress through iParent.

There are too many wonderful successes going on in the building to outline in one article, but here are a couple of exciting past and present highlights to note (in no particular order):

- P.E. – If you like Tennis, you'll love Pickle ball! 6th graders do!
- Are you hearing the roars of the crowd? If not, you will soon, as the band is working on "Bugler's Dream". Sound familiar? It was the theme from the 2008 Summer Olympics, and is a fitting musical accompaniment to Griffin's winning attitudes!

- In Mrs. Aurand's art class, 7th and 8th graders are learning about positive and negative space, having recently transitioned from a 2D design emphasizing positive/negative space to 3D sculptures to emphasize positive and negative space!
- Ms. Hart-Cheatum's classes were investigating ghost crystals, made from a substance called sodium polyacrylate. When "grown", they look like clear Jell-O and are made of about 99.5% water. Because they're made up so much water, the crystals refract the light and are nearly invisible in water!
- Ms. Hines' advanced content language art class has begun electronic editing with their papers. Not only do students communicate/comment about their paper with Ms. Hines and their classmates, but writers defend their work as well when they disagree with editorial notations!
- Ms. Showah's 7th grade Connected Math class just completed a mini project on data with which they collected head circumference, foot length, leg length, weight, and height data. This data was compiled into box and whisker plots, scatter plots (to see a correlation or non-correlation) and stem and leaf plots. It was an eye opening experience as students' learned that two or more people are needed to do the calculations to improve accuracy (measures of central tendency)!
- Mr. Harris' Earth Science classes made crystals from a base of volcanic rock and a mixture of salt, food coloring, ammonia, and laundry bluing. Each student recorded the growth of the crystals in his or her interactive science notebook as they journeyed through Unit 1, Minerals and Rocks
- 6th grade math is Using the discovery method with 1 inch squares to find the factors of a given number.
- 7th grade Language Arts is displaying exemplary work that meets standards, complete with teacher commentary.
- Ms. Tatum's 7th health classes learned about the hazards of smoking while rotating through groups. The different stations included items that showed the long term effects of nicotine, like a life-like damaged lung and actual tar that represented the residue from a half year of smoking.
- Mr. Smith's Language Arts classes spent the first few weeks working on narrative essays. Sixth graders are writing drafts of personal narratives with a focus on sensory descriptive writing, Seventh graders are writing short stories using the literary device of flashback, and 8th graders are writing short stories in the first person focusing on revealing characterization through the thoughts and feelings of the narrator. Peer editing and conferencing will surely lead to brilliant prose.
- Mrs. Efaw's classes are working on Writing Workshop and will be doing an activity called Heart Mapping in the very near future! Students will be asked to draw a "blueprint" of their hearts and to reflect on the things that have really affected their hearts: People who are most important, happy and sad memories, things that live in the very center of our hearts, and things that stay on the fringes. Students will explore metaphor, color, symbolism, and imagery as they explore the contents of the memories that are dear to them.
- How about learning the intricacies of archeology through a Chocolate Chip Archaeology activity? 8th grade Georgia Studies put their hard hats on and became archeologists during their study of the Four Indian Civilizations, this was in conjunction with SS8H1 : The student will evaluate the development of Native American Cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.

Media Center News

Welcome back to another awesome school year! Did you and your children know that you can access the Cobb Virtual Library from home this year? The Cobb Virtual Library (CVL) is a wonderful resource filled with on-line research databases. Also available on CVL is our Media Center Catalog, DESTINY. In order to use these resources at home, your child must get the home login and password from their teacher or Media Specialist. Once you have the login and password, go to cvl.cobbk12.org and enjoy searching through the databases!



Great things are happening in ART!!!

7th grade has finished their first projects- Drawing their name in One Point Perspective and painting them with watercolors. They have already begun working on their second project, subtractive plaster sculptures that emphasize positive and negative space.

8th grade has also finished their first projects- Creating a dollar bill using line for value. They are working on their second project, Panty hose sculptures that emphasize positive and negative space.

6th grade will only have two projects these nine weeks, since they rotated through all the connections the first two weeks. They have completed their first project-- Radially balanced Mandalas. Their second, and last, project is painting a creative color wheel.

Things to look forward to...

April 23, 2009- end of the year ART SHOW will be in partnership with Campbell Middle School again this year, but it will be held at Campbell. More details will follow later.

8th Grade Legacy Group will kick off again in November. All 8th graders are welcome to come. Legacy is an after school program open for only 8th graders who will create, design, and implement an art project that will be installed in the school as their lasting LEGACY for years to come. The 2007 8th grade class painted the Wildcat in the Cafeteria. The 2008 8th grade class painted the flag banners hanging in the cafeteria. What is this year's class going to do?????

A note from Mr. York.....

As we enter our second month of school, I am so excited about what I am seeing at Griffin. Last year we made AYP in 16 of 17 categories. For those who are finite numbers folks, our "almost" means that of the 229,871 CRCT questions answered by Griffin students last spring, Griffin missed AYP because of 16 incorrect answers. So close! That's okay, though. Through Griffin's Restructuring Plan our teachers are providing great performance based learning opportunities for our students. Students are engaged in their learning, teachers are working together and great things are happening at Griffin.

This year we have adopted an instructional model known as America's Choice. Through this model we are focusing on five critical elements of school improvement.

1. Creating a standards-based system with assessments that monitor progress and inform instruction
2. Aligning instruction to standards and focusing teaching on moving students from where they are to where they need to be
3. Strengthening instructional leadership
4. Building professional learning communities
5. Engaging parents and the community

Through a special federal grant, the Georgia Department of Education is providing additional support and professional learning through curriculum specialists and a state director.

I invite you to become, not just involved, but engaged in your child's education. "How?" you may ask. Start by having discussions about what students are learning in class. Your child should be able to share with you the specific standards they are working on each day. If you every have any questions please feel free to contact your child's individual teachers.

School Council Nominations Now Being Accepted

Griffin's School Council works to improve communication between the community and the school and to bring the community and the school closer together in a spirit of cooperation to solve difficult educational problems, improve academic achievement, provide support for teachers and administrators, and to bring parents into the school-based decision-making process. The School Council is made up of four parent representatives, two faculty representatives and the school principal. Currently there are two parent positions open. If you would like to nominate someone to fill one of our two-year positions please visit Griffin's website for more information.

Upcoming Events

September 17 & 18	8 th Grade CogAT Testing
September 22 – 26	8 th Grade ITBS Testing
September 25	Pre-Driver ID Program
October 2 & 3	PAWS Parties
October 10	Last day of Term 1
October 13	Town Hall Meeting at Fair Oaks Elementary School
October 14	Town Hall Meeting at Norton Park Elementary School
October 15	Town Hall Meeting at LaBelle Elementary School
October 17	Term 1 Report Card Distribution

Details about these and other Griffin events can be found on our website at:

www.cobbk12.org/~griffin

Title I School, Family, and Community Involvement Policy

COBB COUNTY SCHOOL DISTRICT

FY 2008-2009

The Cobb County School District (CCSD) supports and solicits family involvement of children being served in activities funded by Title I. This is an essential component for increasing student achievement and ensuring continued success. “Over 30 years of research has proven beyond dispute the positive connection between parent and student success. Effectively engaging parents and families in the education of their children have the potential to be far more transformational than any other type of educational reform.” (p.5, National PTA, 1997).

The No Child Left Behind Act has strengthened and expanded the requirements for involving the families of Title I students. The CCSD Involvement Policy is the foundation of the partnership. This policy specifically addresses the full range of family and student needs that impact learning.

General Expectations

- A. CCSD Title I will provide all Title I schools with a description of all Title I programs. This information will be distributed to the families (in their home language), teachers, and the community.
- B. CCSD Title I will put into operation programs, activities and procedures for the involvement of families in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with the families of participating children.
- C. The CCSD Title I Consultant will offer assistance to its schools in training parent liaisons, and in planning and implementing effective involvement programs to improve student academic achievement and school performance. The CCSD Title I Consultant will collaborate with other personnel such as Special Education Parent Facilitator, International Welcome Center, Georgia Chapter PTA, Georgia Department of Education Parent Involvement Program Specialist, and other Title school districts within the Atlanta Metro area, to integrate parent involvement strategies and programs.
- D. CCSD Title I will work with its schools to ensure that families will be involved in the process of developing the parent involvement policy and parent compact at the local school level. Each school will provide families the opportunity to give input in the development of the Parent Involvement Plan. Likewise, the CCSD Title I Parent Advisory Committee will meet annually to review and jointly develop the district’s Title I Parent Policy.
- E. CCSD Title I 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 (A) by supporting parents to 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.

Implementation Efforts

The Cobb County School District (CCSD) has revised and enhanced the parent involvement policy by adopting the researched based framework of the National Network of Partnership Schools six types of involvement. Hence, for each of the six types, Cobb County School District is implementing a set of activities and strategies which are designed to increase and expand partnership involvement activities within our school system.

The National Network of Partnership Schools six types of involvement are:

Parenting – Help all families establish home environments to support children as students.

Communication – Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

Volunteering – Recruit and organize parent help and support.

Learning at Home – Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

School Decision Making – Include parents in school decisions, developing parent leaders and representatives.

Collaborating with Community – Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Parents of CCSD students are assured the right of participating in activities funded by Title I Part A, with opportunities to provide input in designing and implementing the CCSD System Plan, including parental involvement activities as stipulated under Section 1118 of the Act. There is an opportunity for development and revision of parental involvement policy at the district and school level.

CCSD Title I focus will maintain the following principles that build capacity for school, family and community. These principles will be accomplished through training and instruction of parents, educators, and community partners. Provisions for such training and instruction for each of these principles may occur via community meetings, parent workshops, brochures, and other avenues of learning that are appropriate for communication of the information. All of the six types of involvement are critical in building a comprehensive partnership in each school.

1. **Parenting**: Continued collaborative efforts with CCSD Title I District programs and community agencies which promote literacy training for parents through workshops and written information are on going throughout the year. Title I supports schools by

providing materials for ongoing family literacy programs to enhance families' proficiency in language, literacy, parenting and life skills.

2. **Communication:** CCSD ensures that families receive communication in the language used in the home. This is accomplished through the collaboration with Title I school staff and the International Welcome Center which provides interpretation and translation services of school issues for refugee/immigrant families. Meetings involving families are arranged at a variety of times, such as morning and evenings, in order to maximize opportunities for families to participate in school related activities.
3. **Volunteering:** Parents are given the opportunity to volunteer in the capacity that allows them to contribute as partners in the child's education. Opportunities for parents to volunteer in the school and/ or classroom in addition to serving as a part of governing teams such as: PTA, Parent Involvement Committee, and local school councils are promoted in all Title I schools. In addition, CCSD Title I hosts an annual Parent Involvement Spring Conference. Parents are given the opportunity to share their volunteer experiences and offer other suggestions for parent volunteer opportunities.
4. **Learning at Home:** At each CCSD Title I school, a team of employees has the responsibility of involving families and their children with homework and other curriculum-related activities and decisions. The Parent Liaison works with the Title I Consultant and Supervisor in planning and implementing effective family involvement programs. Information sessions on the results of State assessments and the system's performance on those assessments are provided to inform families on how to support learning at home. CCSD Title I Program has also provided materials to create a parent resource center in all Title I schools. Families are encouraged to visit the center to check out materials on homework help and other curriculum-related materials.
5. **School Decision Making:** Families are included on strategic planning committees, community meetings, parent workshops, and surveys in an attempt to develop parent leaders. CCSD Title I staff provides assistance to the schools by meeting with school parent advisory groups to plan programs and provide other assistance (transportation, child care, and translation of information to language other than English) when needed. In the spring, families, along with the school and the community will review involvement goals. Revisions and improvements will be made to goals not met. As families give input, make requests, and voice needs, the CCSD Title I team will provide training to ensure families can make informed decisions concerning involvement activities.
6. **Collaborating with Community:** Activities for involvement within Title I schools include a number of **district wide** programs, such as the Early Intervention Program (EIP), Family Literacy, Special Education, Supplemental Educational Services, and Homeless Education Services. Community and non-profit agencies are also instrumental in involvement activities with CCSD, such as Partners in Education, Junior League, Boys and Girls Club of America, Communities In Schools of Marietta/Cobb County, Inc. and various businesses. Families are informed of resources and services that best meet the need for strengthening student learning and development.

The Parent Involvement Policy of the Cobb County Schools and each participating school is reviewed annually for effectiveness in increasing family participation and identifying barriers to participation such as low income, limited literacy, disabilities, language or other cultural or ethnic

considerations. The review findings will be used to improve parent policies and design school improvement initiatives at local sites.

CCSD Title I Parent Action Team Members are as follows:

Shima Robinson	Parent Powers Ferry Elementary
Athena Cordova	Parent Powers Ferry Elementary
Melissa Silva	Parent Griffin Middle School
Tsu-Mei Lo	Parent Griffin Middle School
Sandra Carvajal	Parent Sedalia Park Elementary
Rosalina Castro	Parent Campbell Middle School
Maria Jacquez	Parent Riverside Primary
Ana Riley	Parent Liaison Brown Elementary
Cristina Clinton	Parent Liaison Powers Ferry Elementary
Carlos Castaneda	Parent Liaison Griffin Middle School
Frances Jaramillo	Parent Liaison Sedalia Park Elementary
Rocio Alarcon	Parent Liaison Campbell Middle School
Natalie Hutchins	Parent Liaison Sky View Elementary
Jerolyn Johnson	Parent Liaison Riverside Primary
Carol Fey	Executive Director of Communities in Schools of Marietta and Cobb
Dr. Fran White	Title I Consultant Parental Involvement
Constance Carter	Title I Supervisor

Mr. Carlos Castaneda, a parent liaison and Spanish interpreter, is working full time to help parents be an integral part of our School Improvement Educational Plan. He helps to create activities designed to meet parents' needs to have closer communication.

If you have any questions, don't hesitate to communicate your concerns to Mr. Carlos Castaneda.

Políticas Título I para la Participación de la Escuela, la Familia y la Comunidad

DISTRITO ESCOLAR DEL CONDADO DE COBB

AF 2008-2009

El distrito escolar del condado de Cobb (CCSD, por sus siglas en inglés) apoya y solicita la participación de los padres de los niños(as) que se benefician de las actividades patrocinadas por Título I. Éste es un componente esencial para mejorar los logros académicos y garantizar un éxito continuo. “Investigaciones de hace más de treinta años comprueban sin disputa la conexión positiva entre los logros de padres y el éxito de los estudiantes. El interés por parte de los padres y las familias en la educación de sus niños tiene el potencial de tener un mayor impacto que otro tipo de reforma.” (p.5, Asociación Nacional de Padres y Maestros, PTA por sus siglas en inglés, 1997).

Que Ningún Niño se Quede Atrás ha fortalecido y expandido los requisitos para la participación de los padres de estudiantes asistidos bajo Título I. Las políticas de Título I para la participación de padres del CCSD son los cimientos de una asociación entre la escuela y la casa. Esta política aborda una amplia gama de necesidades familiares y estudiantiles que impactan en el proceso de aprendizaje de los niños.

Expectativas Generales

- A. Título I de CCSD le ofrecerá a todas las escuelas descripciones de todos los programas de Título I. Esta información será distribuida a padres (en su lengua materna), los maestros y la comunidad.
- B. Título I del CCSD pondrá en efecto programas, actividades y procedimientos para la participación de los padres de familia en las todas las escuelas Título I, programas parte A, de acuerdo con la sección 1118 de la Ley de Educación Primaria y Secundaria (ESEA, por sus siglas en inglés.) Estos programas, actividades y procedimientos serán planeados y dirigidos por medio de consultas significativas por parte de los padres de familia.
- C. El asesor de Título I para el CCSD ofrecerá asistencia a sus escuelas entrenando a los padres voluntarios. Del mismo modo, planteará e implementará programas que contribuyan al rendimiento académico de los estudiantes y de la escuela. El asesor de Título I para el condado trabajará con el personal de la escuela, incluyendo los padres/tutores que ayudan en el área de Educación Especial para Estudiantes, el Centro Internacional de Bienvenida - IWC, el PTA, El Departamento de Educación Especializado en Programas de Participación de Padres, y otras escuelas Título I dentro del área de Atlanta para integrar estrategias y programas para la participación de padres/tutores.
- D. Título I del CCSD trabajará con sus escuelas para asegurar que los padres de familia estén involucrados en el proceso de desarrollo de políticas para la participación de padres y un pacto con los padres/tutores (*Parent Compact*) al nivel escolar local. Cada escuela le ofrecerá a los padres la oportunidad de participar en el desarrollo del Plan de Participación de Padres/tutores. De la misma manera, el Comité de Asesor del CCSD Título I se reunirá anualmente para revisar y juntos implementar una Norma Título I para padres.

- E. El CCSD Título será gobernado por la siguiente definición de participación de padres. Del mismo modo espera que todas las escuelas Título I sigan éstas reglas, actividades y procedimientos de acuerdo con ésta definición.

La participación de padres/tutores significa la participación de los padres en una comunicación continua, con propósito dual con el aprendizaje académico del estudiante y otras actividades escolares, asegurando que (A) los padres estén al tanto y asistan en el aprendizaje de sus niños; (B) que los padres estén motivados a participar en la educación de sus niños en la escuela; (C) que los padres sean compañeros de sus niños y su educación y que sean incluidos, como debe ser, en las decisiones y comités asesores para ayudar en la educación de su niño(a); (D) el cumplimiento de otras actividades, como aquellas descritas en la sección 1118 del ESEA.

Esfuerzos de Implementación

El Distrito Escolar del Condado de Cobb ha revisado y mejorado las políticas de participación de padres usando seis normas fomentadas por La Asociación Nacional de Padres y Maestros. Por esta razón, por cada una de las normas, el Distrito Escolar del Condado de Cobb ha implementado una serie de actividades y estrategias designadas para incrementar y expandir la participación de padres en las actividades de nuestro sistema escolar.

Las Seis Normas Nacionales para la participación de padres son:

Comunicación – Estructurar formas efectivas de comunicación por parte de escuela-casa y casa-escuela acerca de los programas escolares y el progreso de sus niños(as).

Servicio de Voluntariado – Reclutar y ayudar a organizar actividades de apoyo y ayuda para los padres.

Aprendizaje en Casa – Ofrecer información e ideas a las familias acerca de cómo ayudar a los estudiantes en la casa con sus tareas y otras actividades relacionadas con el plan de estudios, decisiones y planificación.

Aprendizaje en Casa – Ofrecer información e ideas a las familias acerca de cómo ayudar a los estudiantes en la casa con sus tareas y otras actividades relacionadas con el plan de estudios, decisiones y planificación.

Decisiones Pertinentes a la Escuela – Incluir a los padres/tutores en las decisiones de la escuela, establecer padres de familia como líderes y representantes.

Colaboración con la Comunidad – Identificar e integrar recursos y servicios de la comunidad para fortalecer los programas de la escuela, las practicas familiares y el desarrollo y aprendizaje del estudiante.

Los padres del CCSD tienen el derecho de participar en las actividades financiadas por Título I Parte A, con oportunidades de ofrecer aporte en el diseño y la implementación del sistema CCSD, incluyendo la participación de padres, como lo estipula la sección 1118 la Ley de Educación Primaria y Secundaria. Hay campo para el desarrollo y la revisión de la política de participación de padres al nivel del distrito y al nivel de la escuela.

Titulo I del CCSD mantendrá los siguientes principios que aportan a la capacidad de la escuela, padres de familia y la comunidad para la participación de padres/tutores. Estos principios serán cumplidos a través de talleres para padres, maestros y alianzas de la comunidad. Los recursos para estos talleres de entrenamiento y las instrucciones para cada uno de estos principios pueden llevarse a cabo a través de las reuniones comunitarias, talleres para padres, folletos y otras vías de aprendizaje que sean apropiadas para la comunicación de la información. Cada uno de los seis tipos de participación de los padres es crucial en la formación de una alianza total en cada escuela.

Crianza de los Niños(as): La continuación de esfuerzos con los programas del Distrito Titulo I del CCSD y las organizaciones comunitarias que promueven programas de alfabetización para los padres a través de talleres e información escrita. Titulo I apoya a las escuelas por medio de materiales para sus padres que amplían el nivel de competencia en las áreas de lenguaje, alfabetización, crianza de los hijos (as) y habilidades diarias.

1. **Comunicación:** El CCSD se asegura que las familias reciban la información en la idioma usado en la casa. Esto se logra a través de la colaboración del personal de Titulo I y el Centro Internacional de Bienvenida - IWC, el cual ofrece servicios de interpretación y traducción en asuntos relacionadas con refugiados y familias inmigrantes.
2. **Servicios de Voluntariado:** Se les brinda la oportunidad a los padres de participar como voluntario en una manera en la cual puedan contribuir en la educación de su niño(a). Los padres pueden ser voluntarios en la escuela y/o en el salón de clase, también pueden participar en equipos de liderazgo como: La Asociación de Padres y Maestros (PTA, por sus siglas en ingles), El Comité de Participación de Padres de Familia y otros consejos parte de las escuelas Titulo I. Del mismo modo, el CCSD Titulo sirve de anfitrión en la Conferencia acerca de la Participación de Padres/tutores que se llevan a cabo cada primavera. En donde los padres/tutores tienen la oportunidad de compartir sus experiencias como voluntarios y también ofrecer consejos para otros padres voluntarios.
3. **Aprendizaje en Casa:** En cada escuela Titulo I del CCSD hay un empleado que tiene la responsabilidad de ser el enlace entre la escuela y los padres. Esta persona, usualmente un padre de familia, llamado *Parent Liaison* (Padre Facilitador), trabaja con el asesor y supervisor de Titulo en la escuela en la implementación de programas efectivos para la participación de padres. Para informar a los padres de familia acerca de cómo pueden apoyar el proceso de aprendizaje en casa, se le dan a los padres de familia sesiones de información en las cuales compartiremos el desempeño estudiantil en esos exámenes estatales. El Programa Titulo I del CCSD también ofrece materiales para proveer un centro de recursos en todas las escuelas Titulo I. Se les recomienda a los padres/tutores que visiten el centro y poder usar los materiales para tareas y otro tipo de materiales relacionados con el plan de estudios.
4. **Decisiones Pertinentes a la Escuela:** Los padres están incluidos en los comités de planeación, en las reuniones de la comunidad, talleres para padres y encuestas. Esto es en un esfuerzo para desarrollar padres líderes. El personal del CCSD Titulo I ofrece ayuda a las escuelas a través de reuniones con los grupos de apoyo para planear programas y también para ofrecer otro tipo de asistencia (transporte, guardería y la traducción de información a otro idioma que no sea el inglés) cuando sea necesaria. En la primavera, los padres, la escuela y la comunidad repasan las metas del programa de participación de

padres de familia. Se harán revisiones y mejoras a las metas que no fueron alcanzadas. A medida que los padres ofrecen su opinión, hacen peticiones y expresan sus necesidades, el CCSD Titulo I ofrecerá entrenamiento para asegurar que las familias tengan el conocimiento necesario para tomar decisiones con respecto a las actividades concernientes a la participación.

5. **Colaboración con la Comunidad:** Las actividades para la participación de los padres en las escuelas Titulo I incluyen una variedad de programas del **distrito**, como Programas de Intervención Temprana, Educación Especial, Servicios de Educación Suplemental, y Servicios para Personas sin Hogar. Las organizaciones de la comunidad y agencias sin fines de lucro son instrumentales en las actividades de participación del CCSD, como los Socios de la Educación, Liga de Jóvenes, El Club de Niños y Niñas de América, las Comunidades en las escuelas de Marietta y el condado de Cobb, Inc. y otros negocios. A los padres se les informa acerca de los recursos y servicios que son más adecuados para fortalecer el aprendizaje y el desarrollo de los estudiantes.

La Política de Participación de Padres/Tutores de las escuelas del Condado de Cobb y de todas las escuelas que participan, es revisada cada año para verificar su nivel de eficacia en términos de incrementar la participación de padres y al mismo tiempo, identificar las barreras que afectan la participación. Barreras como bajos recursos económicos, alfabetización limitada, discapacidades y consideraciones culturales, lingüísticas o étnicas. Los resultados de la revisión serán usados para mejorar las políticas de participación y también para mejorar las iniciativas en las áreas locales.

A continuación la lista de los miembros del equipo de acción de los padres del programa Titulo I del CCSD:

Shima Robinson	Madre de la escuela primaria Powers Ferry
Athena Cordova	Madre de la escuela primaria Powers Ferry
Melissa Silva	Madre de la escuela intermedia Griffin
Tsu-Mei Lo	Madre de la escuela intermedia Griffin
Sandra Carvajal	Madre de la escuela primaria Sedalia Park
Rosalina Castro	Madre de la escuela intermedia Campbell
Maria Jacquez	Madre de la escuela primaria Riverside
Ana Riley	Madre de la escuela primaria Brown
Cristina Clinton	Asesora de padres de la escuela primaria Powers Ferry
Carlos Castaneda	Asesor de padres de la escuela intermedia Griffin
Frances Jaramillo	Asesora de padres de la escuela primaria Sedalia Park
Rocio Alarcon	Asesora de padres de la escuela intermedia Campbell
Natalie Hutchins	Asesora de padres de la escuela primaria Sky View
Jerolyn Johnson	Asesora de padres de la escuela primaria Riverside
Carol Fey	Directora Ejecutiva de Communities in Schools of Marietta and Cobb
Dr. Fran White	Consultora de Titulo I Participación de Padres
Constance Carter	Supervisora de Titulo I

El Señor Carlos Castañeta que trabaja tiempo completo como Padre Intermediario y Traductor ayuda a los padres para que sean parte integral de nuestra escuela y desarrollo de esta en la educación de sus hijos. El ayuda a crear actividades diseñadas para suplir las necesidades de los padres y tener una estrecha comunicación con ellos.

Si tiene alguna pregunta por favor no dude en comunicarse con el Señor Carlos Castañeta.