

## Open House a Success at Parent Resource Centers

The Fulton County School System's Title I Department held open houses for its three Parent Resource Centers on August 28 from 6-8 p.m.

The parent resource centers—geographically located throughout the county, with one in North Fulton, South Fulton and Sandy Springs—provide parents of children attending Title I schools the opportunity to become more involved in their child's education.

At the open houses, parents received information on upcoming workshops and trainings and community- and school-based support groups, as well as educational materials to help enrich their child's academic performance.



The centers are located at High Point Elementary School (serving North Springs and Riverwood clusters), Mimosa Elementary School (serving Centennial and Roswell clusters) and Palmetto Elementary School (serving Creekside, Banneker and Westlake clusters).

In addition, the school system's central parent resource center, which serves all Title I schools, is located in the Teaching Museum South in Hapeville.

The building also houses the system's Title I Department.

Title I is a federal program that provides additional funding to schools serving children in high poverty areas and who are most at risk for not meeting the state's performance standards, such as Adequate Yearly Progress.

Title I funds are distributed by the federal government under No Child Left Behind to assist in the education of students who are economically disadvantaged. In Georgia, schools qualify for Title I funding if 35 percent or more of the children in an attendance zone are deemed to be living in poverty. For more information on the Parent Resource Centers, contact Pam Baisden at 404-669-8217.

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## Title I Parent Resource Center Offers GED Test Preparatory Courses

Parents of Fulton County Title I students who are working on a high school equivalency have access to GED Preparatory Courses at the Title I Parent Resource Center.

The preparatory class is free of charge and is a computer-based program which gives practice in core skills associated with success on the G.E.D. Upon completion of the preparatory courses, parents are encouraged to take the G.E.D. assessment.

### COURSE OFFERINGS

GED Test Preparatory Class

Math Basic Skills Classes

Reading Basic Skills Classes



### CLASSES AVAILABLE

**WEDNESDAYS AND  
THURSDAYS**

12:00 p.m.— 4:00 p.m.



## Why Fitness is Important

The following facts point out why it is important for young people to achieve a healthy fitness level:

- More than 9.2 million children and adolescents (ages 6-19) are considered overweight or obese.
- One-third of young people in grades 9-12 do not get a sufficient amount of moderate to vigorous physical activity.
- Only 22% of high school students get the recommended number of fruits and vegetables each day.

## Creekside/Westlake Cluster Schools Implement Healthy Kids, Smart Kids Program: The Sugar Free Zone

Internationally renowned author, educator and nutritional advocate, Dr. Yvonne Sanders Butler, will continue her fight against childhood obesity by introducing her highly acclaimed “Healthy Kids, Smart Kids Program: The Sugar Free Zone” to the Westlake/Creekside Cluster in the Fulton County Schools.

The Creekside/Westlake Cluster has over 20 thousand students in school with remarkable principals committed to joining Dr. Butler in fighting childhood obesity and improving student nutrition, physical activity and self-esteem while emphasizing academic performance and behavior.

The goal of the three-phase series is to enable Fulton County Schools to develop, implement, and manage school wellness programs that will improve the health, morale, and academic performance of students and staff.

“Healthy Kids, Smart Kids: The Sugar Free Zone” is a real-life approach to educate and energize school administrators, cafeteria managers and staff on establishing sound nutrition and fitness practices in school culture. Participants will be engaged in workshops teaching them how to develop and manage the program at their school.

*For more information on health and wellness at Creekside/Westlake Cluster schools, contact each school.*



## 2005 U.S. DIETARY GUIDELINES

### ADEQUATE NUTRIENTS WITHIN CALORIE NEEDS

Consume a variety of nutrient-dense foods and beverages within and among the basic food groups while choosing foods that limit the intake of saturated and trans fats, cholesterol, added sugars, salt, and alcohol.

### PHYSICAL ACTIVITY

Engage in regular physical activity and reduce sedentary activities to promote health, psychological well-being, and a healthy body weight. Achieve physical fitness by including cardio-

vascular conditioning, stretching exercises or calisthenics for muscle strength and endurance.

### WEIGHT MANAGEMENT

Maintain body weight in a healthy range, balance calories from foods and beverages with calories expended. To prevent gradual weight gain over time, make small decreases in food and beverage calories and increase physical activity.



### FOOD GROUPS TO ENCOURAGE

- Choose a variety of fruits and vegetables each day.
- Consume 3 or more ounce-equivalents of whole-grain products. In general, at least half of grains should come from whole grains.
- Consume 3 cups per day of fat-free or low-fat milk or equivalent milk products.

Visit [www.health.gov/dietaryguidelines](http://www.health.gov/dietaryguidelines) for more information

## HOMWORK TIPS FOR PARENTS

Homework can have many benefits for students including increasing their level of understanding of key concepts learned at school, improving their responsibility, and helping them develop good study habits. However, many working parents often find it difficult to help their children with homework for a number of reasons.

Some parents view homework as busy work which keeps their children from participating in extracurricular, civic, or religious events. Still, others view it as a necessary evil and insist their children are given homework daily. Listed below are the answers to some of the most pressing homework questions.

***When should homework be done?*** Homework should be done at a consistent time each day. This helps students establish a clear routine for completion of homework and helps parents affirm the importance of homework.

***How much should parents help?*** Parents should allow students to complete assignments independently providing guidance only when asked. Parents should never do the work for their children.

***Where should students complete homework?*** Homework should be completed in a designated area that is quiet, comfortable, and conducive to learning. It is also a good idea to create a homework center or station in your home.

***What if it's late night and they haven't finished?*** Send them to bed. Children generally perform better when they aren't sleepy or tired. Make sure your child gets enough rest each night as not getting enough rest can be a huge problem for students when it comes to homework completion and classroom involvement.

## Development of School-Parent Compacts Ensures Open Communication Between Title I Schools and Parents

The school-parent compact is a written agreement between teachers and parents. It is a document that clarifies what families and schools can do to help children reach high academic standards. Every school receiving Title I funds must develop a compact. The compact serves as a clear reminder of everybody's responsibility to take action at school and at home so that children can learn what is required of them. It is a written commitment indicating how all members of a school community—parents, teachers, principals, students, and concerned community members—agree to share responsibility for student learning.

The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. All parents of Title I students are required to participate in the development and design of the compact. Compacts are developed to reflect the needs and culture of the home of the students.

### *Parent Compacts According to the Law*

#### What are the requirements for a School-Parent Compact?

- ◆ Each school served under Title I shall jointly develop with parents for all children served under Title I a school-parent compact.
- ◆ Each school-parent agreement must outline how parents, the entire staff, and students will share the responsibility for improved students academic achievement.
- ◆ Each compact must outline the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

#### What must a School-Parent Compact include?

- ◆ A description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet state academic achievement standards
- ◆ A description of the ways in which each parent will be responsible for supporting their children's learning. (For example, monitoring attendance, homework completion, television watching, volunteering in their child's classroom, and participating in decisions relating to the education of their children and positive use of extracurricular time.
- ◆ The importance of communication between teachers and parents on a continuous basis, including at least annually during parent-teacher conferences in elementary schools, and through frequent reports home to parents on their children's progress
- ◆ How the school and families will build a partnership to help children learn
- ◆ What parents, school staff, and students will do to improve student progress
- ◆ How the school and families will communicate regularly with each other

***Check with your child's school for more information on the school-parent compact.***

## CRCT CLINIC

This year, Title I will host a CRCT Clinic for parents in the fall and in the spring. The fall CRCT Clinic for North County Title I parents will be held Saturday, October 18, 2008, from 9:30 a.m.—12:30 p.m. at Mimosa Elementary School. The fall CRCT Clinic for South County Title I parents will be held Saturday, November 15, 2008, from 9:30 a.m.—12:30 p.m. at teaching Museum South located at 689 North Avenue, Hapeville, 30354.

At the CRCT Clinic, parents will receive information on working with their children to prepare them for success in the classroom as well as on standardized assessments. Help will be provided in the following subjects: math, reading, and language arts. Contact Pamela Baisden for more information.

### Science Summer Camps a Success for Title I Students

#### The Learning Circle Georgia Aquarium Project and Fulton County Title I Schools

The Learning Circle is a new school-business partnership that will initially provide Fulton County Title I students enrolled in 41 elementary and middle schools access to the world's largest aquarium. The aim of the Georgia Aquarium Education Department is to make the education experience an extension of the classroom.

The Georgia Aquarium Education team has written objectives that are aligned with the Georgia Performance Science Standards (GPS) at each grade level. The environmental educators are trained to engage students while encouraging curiosity and understanding of marine biology that extends beyond the classroom. Students in grades K-8 will participate in behind the scenes tours of aquatic ecosystems and husbandry teams attending to the animals.

One of the primary goals of this partnership is to increase student awareness and stimulate an inter-

est in career paths in marine biology for minorities and underrepresented subgroups. Another critical goal is to increase conceptual knowledge and understanding of marine ecosystems, and conservation of the environment. An increase in conceptual knowledge and understanding of these concepts should impact student participation in advanced placement science courses, student achievement and high school graduation rates.

Historically students in underperforming schools tend to score lower on the Georgia High School Graduation Tests (GHSGT) in science in comparison to other content areas. The second phase of the partnership includes the parent outreach and teacher professional development components. Student performance will be evaluated to determine if learning outcomes are significantly affected.

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