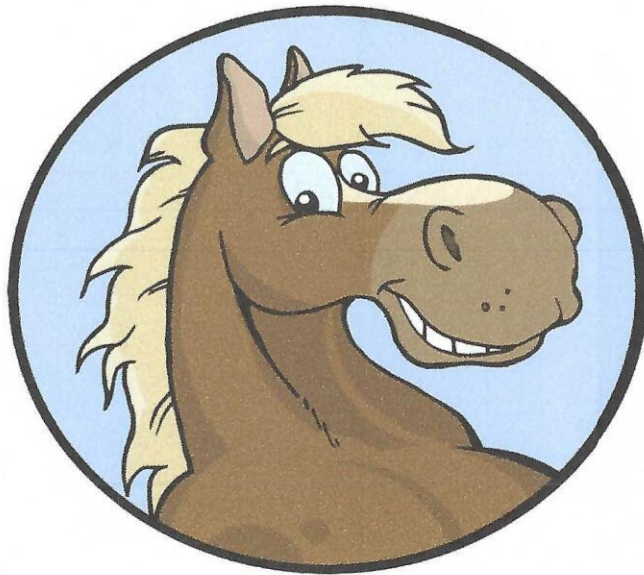


Centerville Elementary School

Title 1

Family Engagement Handbook



August 16, 2025

A Parent’s Guide to Title I

What is Title I?

Title I, Part A is a federally funded program under the Every Student Succeeds Act (ESSA). The purpose of Title I under ESSA is to ensure that **all** children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Which Houston County schools are Title I schools?

CB Watson Primary	Morningside Elementary	Russell Elementary
Centerville Elementary	Northside Elementary	Shirley Hills Elementary
Eagle Springs Elementary	Northside High	Thomson Middle
Huntington Middle	Northside Middle	Tucker Elementary
Langston Road Primary	Parkwood Elementary	Warner Robins High
Miller Elementary	Pearl Stephens Elementary	Warner Robins Middle



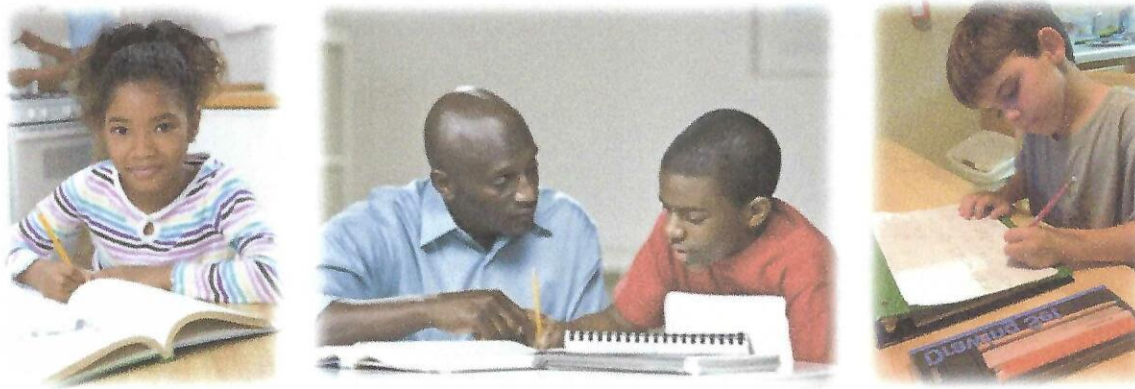
What supports are provided through Title I?

The Title I Program offers a variety of supports, which may include, but are not limited to, additional teachers, support staff, instructional materials and supplies, technology to support student learning, tutoring, professional development for school staff and capacity building events for families.

What role does family engagement play in Title I?

Family engagement is an integral part of the ESSA law. Districts and schools receiving Title I funding must:

- Ensure that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents and administrators can measure progress against common expectations for student academic achievement.
- Afford parents substantial and meaningful opportunities to participate in the education of their children.



Families,

You can have a tremendous influence on your child's success in school. By partnering with the school and participating in the Title I program, you will:

- show your child that you support and value his/her education.
- be able to closely monitor your student's progress.
- build stronger relationships between home and school.
- provide valuable input about schoolwide programs.

Research shows that students whose families are engaged perform better academically, socially and behaviorally. Be sure to become involved in your child's school by:

- communicating regularly with your child's teacher.
- attending academic-based family events and parent-teacher conferences.
- volunteering at the school.
- joining the Parent Action Team or School Council
- providing input concerning the Title I program at the school.

Centerville Elementary School

THE CONNECTION

*Family-School Engagement Plan and Compact
2025-2026*



*Marcie Shaw, Principal
450 N Houston Lake Blvd.*

<http://ces.hcbe.net>

Revision Date: 08/16/2025

What is Title I?

Centerville Elementary is identified as a Title I school as a part of the Every Student Succeeds Act (ESSA). Title I is designed to support State and local school reform efforts tied to the challenging State academic standards to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support family engagement. All Title I schools must jointly develop with parents and family members a written parent and family engagement plan and compact.

THE CONNECTION

What is it?

The Connection is a comprehensive document joining our School-Family Engagement Plan and Compact together with the purpose of strengthening the bond between school and home. The Engagement Plan describes how our school will provide opportunities to improve family engagement that will support student learning at school and at home. All students and their families are invited and encouraged to fully participate in the opportunities described in this plan. The school will provide information and as many opportunities as possible for the participation of all family members. The Compact explains what teachers, parents and students each will do in an effort to work together to make sure that our students reach grade level standards. The Compact is discussed with families during parent-teacher conferences throughout the school year.

How is it revised?

The Connection is jointly developed and revised by our school's stakeholders. All families are invited to attend our annual Shared Decision Making Meeting (SDM) held each spring. Families are asked to review and give feedback on the Engagement Plan, Compact, and budget including the 1% set aside. All feedback forms from the SDM Meetings are collected, reviewed and used to revise this document and to improve program planning for the next school year. Families who are not able to attend the SDM Meeting have the opportunity to provide input by completing an online feedback form and completing the Title I Parent Satisfaction Survey that seeks suggestions regarding the plan, compact and budget.

Who is it for?

The Connection is for all students attending a Title I school and their families. We encourage and invite families to fully participate in the opportunities described in this document. Our school will provide full opportunity for the participation of parents and family members with limited English, with disabilities, of migratory children and caretakers of students served in Neglected and Delinquent Centers.

Where is it available?

The Connection is included in our Title I Handbook that is provided to all parents and families at the beginning of the year or whenever a new student enrolls. The Connection is also available on our school website and in our Parent Resource Center. Families can request a copy at any time during the school year.

Let's Stay Connected

Centerville Elementary believes that family engagement means the participation of parents and family members in regular two-way and meaningful communication involving student academic learning and other school activities. Here are the ways to stay connected and informed.

- Progress Reports and Report Cards
- School Website
- Infinite Campus
- Social Media
- School call-outs
- Emails
- Parent-Teacher Conferences
- Monthly Newsletters

Access to Staff

- Our school has an open door policy.
- All teachers and staff are available through email. See the school webpage for contact information.
- Conferences may be scheduled directly with your child's teacher or through the Main office at (478) 953-0400.



ACTIVITIES TO BUILD PARTNERSHIPS

Centerville Elementary plans the following events to build the capacity for strong parent and family engagement and to support a partnership among school, parents, and the community to improve student academic achievement. Meetings and events are scheduled at various times and in different formats to accommodate the needs of our families. These events may be held in person or virtually.

Event	Focus	Date
Meet and Greet	Welcoming	July 28, 2025
ESOL Parent Workshop	ESOL	August 14, 2025
Annual Title I Meeting	Informational	August 21, 2025
ABC's of Elementary School/Open House	Curriculum/Assessment	August 21, 2025
A "GRAND" night of books and bingo	Math/Literacy	September 4, 2025
School Newsletter	Informational	Monthly
The Hoodie Ceremonies	Welcoming	Every Nine Weeks
Parent Teacher Conference	Monitoring progress	October 13, 2025
Behind the Scenes at the Library	Literacy	October 23, 2025
STEM Night	Tech, Math & Science	November 20, 2025
Holidays Around the World	Welcoming	December 11, 2025
Title I Parent Satisfaction Survey	SDM	February 2025
GMAS	Testing	March 2026
Voices for the Vision	SDM	March 2026
Away to K	Transition	May 2026

Centerville Elementary wants to help all our families participate in our family engagement activities. If you need assistance such as childcare or transportation to attend the events listed in this plan, please let us know. Contact our Family Engagement Liaison for more information and assistance.

Jessica Gardner
(478) 953-0400
jessica.gardner@hcbe.net

Family Engagement Liaison

Our FEL is **Jessica Gardner**. She is available to assist families in a variety of ways from finding resources, connecting with teachers and administrators, navigating Infinite Campus and providing opportunities for you to learn how to help your student at home.

Office Phone: 478-953-0400

Email: Jessica.gardner@hcbe.net

Parent Resource Center

Visit the Parent Resource Center to get information and resource materials to use at home with your child.

Volunteer opportunities



Parents with an approved Houston County background check and parent volunteer training are invited to help at Centerville Elementary any time. Parents are welcome to schedule a time with their student's teacher to observe classroom activities.

For information about volunteering or to set up a time to observe a classroom contact

Jessica Gardner@ 478-953-0400

Our Pledge to our Parents and Families

Centerville Elementary will take the following measures to promote and support parents as equal partners in their child's education. In order to reach our goal of the highest quality of student achievement, Centerville Elementary pledges to support our students and their families as the foundation of the school. We will:

- ✓ Ensure that all information related to school and parent programs, meetings and other activities is published in both English and Spanish and posted on the website or on social media.
- ✓ Provide training for staff on the value and contribution of parents, on ways to improve communication, on ideas to build strong partnerships with families, on providing information in a friendly format and on responding to parent requests four times during the school year.
- ✓ Partner with early learning centers and provide resources to help prepare families and their students for successful school transitioning.
- ✓ Share information/materials related to school and parent engagement activities, meetings and workshops in English and Spanish.
- ✓ Communicate with all families and the community on a regular basis regarding school wide events through school messenger, social media, school website, newsletters and flyers.
- ✓ Work with parents to develop relevant trainings and helpful presentations to educate our staff on the importance of parent and family engagement and how to support student learning.
- ✓ Provide information for parents to better understand Georgia Standards of Excellence and assessments for all grade levels.
- ✓ Collaborate with stakeholders and community/business leaders to increase awareness of family and community engagement programs.
- ✓ Connect families to classes or support groups to help further enhance our parent's various educational levels.
- ✓ Collect feedback from parents and family members after academic events in order to respond to parents' request for additional support for engagement activities.

2025-2026 District Goals

Increase by at least 2 percentage points the number of students performing at or above proficiency in core content areas in grades 3-11 as measured by Milestone assessment scores.

Increase the percentage of parents who feel their child's school provides various opportunities for engagement.

2025-2026 School Goals

Increase the percentage of students reading on or above grade level as measured by the milestones Assessment.

Increase by at least 3 percentage points the number of students in grades 3-5 performing at eh distinguished learner level in all subjects measured by milestone assessment scores.

Grade Level: K

Focus Areas

- Phonemic and Phonological Awareness
- Word Recognition and Literacy skills

Our Compact: Teachers, Families and Students -Together for Success

CES Staff will

- Provide Families with a monthly newsletter that features literacy skills covered in the classroom.
- Provide families appropriate level books to read nightly to improve fluency and word recognition.
- Conduct Academic Events focusing on literacy skills and word recognition.
- Distribute "IReady" and Canvas log on information to use at home.

CES Families will

- Practice literacy skills with their child, using the skills covered in the monthly newsletter, provided by the teacher.
- Listen to their child read nightly from appropriate level books to improve fluency and word recognition.
- Attend Academic Events for strategies focusing on literacy skills and word recognition.
- Assist your child with logging on to "IReady" and Canvas.

CES Students will

- Practice literacy skills nightly by using the skills provided in the monthly newsletter.
- Read nightly for at least 10 minutes from appropriate level books.
- Give parents flyers, newsletters and all other correspondents.
- Remind their parents about upcoming Academic Events.
- Practice your skills using "IReady" and Canvas.

2025-2026 District Goals

Increase by at least 2 percentage points the number of students performing at or above proficiency in core content areas in grades 3-11 as measured by Milestone assessment scores.

Increase the percentage of parents who feel their child's school provides various opportunities for engagement.

2025-2026 School Goals

Increase the percentage of students reading on or above grade level as measured by the milestones Assessment.

Increase by at least 3 percentage points the number of students in grades 3-5 performing at eh distinguished learner level in all subjects measured by milestone assessment scores.

Grade Level: 1

Focus Areas

- Phonemic and Phonological Awareness
- Word Recognition and Literacy skills

Our Compact: Teachers, Families and Students - Together for Success

CES Staff will

- Provide Families with a monthly newsletter that features literacy skills covered in the classroom.
- Provide families appropriate level books to read nightly to improve fluency and word recognition.
- Conduct Academic Events focusing on literacy skills and word recognition.
- Distribute "IReady" and Canvas log on information to use at home.

CES Families will

- Practice literacy skills with their child, using the skills covered in the monthly newsletter, provided by the teacher.
- Listen to their child read nightly from appropriate level books to improve fluency and word recognition.
- Attend Academic Events for strategies focusing on literacy skills and word recognition.
- Assist your child with logging on to "IReady" and Canvas.

CES Students will

- Practice literacy skills nightly by using the skills provided in the monthly newsletter.
- Read nightly for at least 10 minutes from appropriate level books.
- Remind their parents about upcoming Academic Events.
- Practice your skills using "IReady" and Canvas.

2025-2026 District Goals

Increase by at least 2 percentage points the number of students performing at or above proficiency in core content areas in grades 3-11 as measured by Milestone assessment scores.

Increase the percentage of parents who feel their child's school provides various opportunities for engagement.

2025-2026 School Goals

Increase the percentage of students reading on or above grade level as measured by the milestones Assessment.

Increase by at least 3 percentage points the number of students in grades 3-5 performing at eh distinguished learner level in all subjects measured by milestone assessment scores.

Grade Level: 2

Focus Areas

- Decoding Skills
- Reading and Comprehension Strategies
- Word Study

***Our Compact:** Teachers, Families and Students -Together for Success*

CES Staff will

- Provide families with appropriate level reading texts for individual students to improve fluency and questions to ask to improve comprehension.
- Provide families with a monthly newsletter listing current standards taught in the classroom.
- Conduct an Academic Event focusing on comprehension strategies, decoding skills, and word study.
- Distribute "IReady" and Canvas log on information to use at home.

CES Families will

- Listen to their child read every day for at least 20 minutes and ask questions provided by the teacher.
- Read, review, and discuss monthly newsletters listing current standards taught with their student.
- Attend Academic Events focusing on comprehension strategies, decoding skills, and word study.
- Assist your child with logging on to "IReady" and Canvas.

CES Students will

- Read from the reading texts for at least 20 minutes to their parents and answer questions provided.
- Discuss, review, and practice current standards being taught in the classroom.
- Remind their parents about Academic Events.
- Practice your skills using "IReady" and Canvas.

2025-2026 District Goals

Increase by at least 2 percentage points the number of students performing at or above proficiency in core content areas in grades 3-11 as measured by Milestone assessment scores.

Increase the percentage of parents who feel their child's school provides various opportunities for engagement.

2025-2026 School Goals

Increase the percentage of students reading on or above grade level as measured by the milestones Assessment.

Increase by at least 3 percentage points the number of students in grades 3-5 performing at the distinguished learner level in all subjects measured by milestone assessment scores.

Grade Level: 3

Focus Areas

- Math Fluency and Pro
- Reading and Comprehension Strategies

Our Compact: Teachers, Families and Students - Together for Success

CES Staff will

- Provide families with online resources and strategy-based activities to help develop the understanding of addition and subtraction within 1000.
- Provide families appropriate tests for individual students to improve fluency and questions to improve comprehension.
- Conduct Academic Events focusing on reading skills, reading comprehension, math fluency and problem solving taught in the classroom.
- Distribute "IReady" and Canvas log on information to use at home.

CES Families will

- Practice math facts with their child, using teacher recommended online resources and strategy-based math activities for addition and subtraction.
- Listen to their child read from their appropriate grade level text and ask questions provided.
- Attend Academic Events focusing on reading skills, reading comprehension, math fluency and problem solving.
- Assist your child with logging on to "IReady" and Canvas.

CES Students will

- Practice Math skills nightly by using online resources and strategy-based learning centers (games).
- Read from their individual text nightly and answer comprehension questions.
- Remind their parents about Academic Events.
- Practice your skills using "IReady" and Canvas.

2025-2026 District Goals

Increase by at least 2 percentage points the number of students performing at or above proficiency in core content areas in grades 3-11 as measured by Milestone assessment scores.

Increase the percentage of parents who feel their child's school provides various opportunities for engagement.

2025-2026 School Goals

Increase the percentage of students reading on or above grade level as measured by the milestones Assessment.

Increase by at least 3 percentage points the number of students in grades 3-5 performing at eh distinguished learner level in all subjects measured by milestone assessment scores.

Grade Level: 4

Focus Areas

- ELA: Reading Skills, Comprehension, and Recognition of spelling patterns.
- Math: Fluency and Problem Solving.

Our Compact: Teachers, Families and Students -Together for Success

CES Staff will

- Provide families online resources and strategy-based activities to help develop the understanding of multiplication and division within 100.
- Provide appropriate level texts for students to read for improving fluency and questions to improve comprehension.
- Provide families online resources and strategy-based activities to help develop reading skills, comprehension and recognition of spelling patterns.
- Conduct Academic Events focusing on math strategies for fluency, problem solving, reading skills, comprehension, and recognition of spelling patterns
- Distribute "IReady", Epic, IXL, and Canvas log on information to use at home.

CES Families will

- Practice Math strategies with their child using teacher recommended online resources and/or strategy-based activities to develop the understanding of multiplication and division within 100
- Encourage their child to read nightly from their individual text for at least 20 minutes and ask comprehensive questions provided.
- Practice reading skills using online resources and strategy-based activities to develop reading skills, comprehension, and recognition of spelling patterns.
- Attend Academic Events focusing on math strategies for fluency, problem solving; and reading skills, comprehension, and recognition of spelling patterns.
- Assist your child with logging on to "IReady", Epic, IXL, and Canvas.

CES Students will

- Practice Math skills nightly by using online resources or activities provided.
- Read appropriate grade level text for at least 20 minutes nightly.
- Practice reading comprehension skills using online resources and strategy-based activities.
- Remind their parents about Academic Events and Activities held at the school.
- Practice your skills using "IReady", Epic, IXL and Canvas.

2025-2026 District Goals

Increase by at least 2 percentage points the number of students performing at or above proficiency in core content areas in grades 3-11 as measured by Milestone assessment scores.

Increase the percentage of parents who feel their child's school provides various opportunities for engagement.

2024-2025 School Goals

Increase the percentage of students reading on or above grade level as measured by the milestones Assessment.

Increase by at least 3 percentage points the number of students in grades 3-5 performing at eh distinguished learner level in all subjects measured by milestone assessment scores.

Grade Level: 5

Focus Areas

- ELA: Reading Skills, Comprehension, and Recognition of spelling patterns.
- Math: Fluency and Problem Solving.

CES Staff will

- Provide families online resources and strategy-based activities to help develop the understanding of multiplication and division.
- Provide appropriate level tests for students to read for improving fluency and questions to improve comprehensions.
- Provide families online resources and strategy-based activities to help develop reading skills, comprehension and recognition of spelling patterns.
- Distribute "IReady" and Canvas log on information to use at home.

CES Families will

- Practice Math strategies with their child using teacher recommended online resources and/or strategy-based activities to develop the understanding of multiplication and division.
- Encourage their child to read nightly from their individual text for at least 20 minutes and ask comprehensive questions provided.
- Practice reading skills using online resources and strategy-based activities to develop reading skills, comprehension, and recognition of spelling patterns.
- Attend Academic Events focusing on math strategies for fluency, problem solving; and reading skills, comprehension, and recognition of spelling patterns.

CES Students will

- Practice Math and Reading skills nightly by using online resources or activities provided.
- Read appropriate grade level text for at least 20 minutes nightly.
- Remind their parents about Academic Events and Activities held at the school.
- Practice your skills using "IReady" and Canvas.



Superintendent of Schools

Dr. Richard Rogers

Board Members

Helen Hughes, Chair

Dr. Rick Unruh, Vice Chair

Dave Crockett

Mark Ivory

Clyde Jackson, Jr.

Lori Johnson

Jon Nichols

July 30, 2025

Right to Know Professional Qualifications of Teachers and Paraprofessionals

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

In compliance with the requirements of the Every Students Succeeds Act, the Houston County School System would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/ or paraprofessional(s). The following information may be requested:

- Whether the student's teacher—
 - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact your child's school or you may contact Dana Morris, Director of Federal Programs, at the Houston County Board of Education at (478) 988-6200 ext. 3449 or at email dana.h.morris@hcbe.net.

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

Sincerely,
Dana Morris, Director of Federal Programs

Copyright Piracy Awareness Notification

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) states that Title I schools shall provide information and resources to help parents and families work with their children to understand the harms of copyright piracy. In keeping with this requirement, definitions of relevant terms as well as links to websites that may be helpful in educating children concerning copyright piracy regulations are included below.

Copyright-a form of protection given to creators and authors of literary, dramatic, musical and artistic works. A copyright means that the author has the right to do or let other do any of the following things:

- Make copies
- Distribute copies
- Perform work publicly
- Display work publicly
- Make modifications or adaptations

Generally, it is illegal for anyone to do any of the things listed above without the creator's permission. However, there are some exceptions and limitations to this right. One major limitation is the Doctrine of Fair Use.

Copyright Piracy-Unauthorized reproduction for sale or use of a copyrighted work such as a book, lyric or software.

Online Resources:

<https://www.commonsensemedia.org/videos/teaching-kids-about-copyright-piracy>

<http://www.copyrightkids.org/>

If additional assistance or more information is needed, the media specialist at your child's school can help.

Title I Complaint Procedures

Although the below steps are recommended for the most efficient resolution at the lowest level, the parent/student has the right to by-pass these steps at any time and request an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. The parent and the student may take part in the hearing and have an attorney represent you at your own expense. The impartial Hearing Officer will be selected by the district. Hearing requests must be made to the Title Coordinator identified in Step II below.

Step I

The complaint shall be presented orally or in writing to the school principal within ten (10) calendar days after the most recent incident upon which the complaint is based. Any witness or other evidence should be provided at this time. The administrator will conduct an investigation and render a written decision within ten (10) calendar days of the filing of the complaint.

Step II

A complainant dissatisfied with the decision of the school principal may appeal to the System Title I/Title II Coordinator by submitting a written statement of complaint to the System Title I/Title II Coordinator. This statement must be filed within ten (10) calendar days after the complainant receives the decision from the school principal. The complaint should be mailed to:

Mrs. Dana Morris, Federal Programs Director
Houston County Board of Education
Post Office Box 1850
Perry, GA 31069
Phone: (478) 988-6200
dana.h.morris@hcbe.net

Upon receipt of the written statement, the Title I/Title II Coordinator will schedule a meeting to attempt resolution of the concerns. The System Title I/Title II Coordinator will render a written decision within ten (10) calendar days after the meeting.

Step III

A complainant dissatisfied with the decision of the System Title I/Title II Coordinator may appeal to the Houston County Board of Education by filing a written request to the Office of the Superintendent. The complaint should be mailed to:

Dr. Richard Rogers
Office of the Superintendent
Houston County Board of Education
Post Office Box 1850
Perry, GA 31069

The appeal must be filed within ten (10) calendar days after the complainant receives the decision from the System Title I/Title II Coordinator. The Board of Education will act on the complaint at the next scheduled BOE meeting.



What is PBIS?

(Positive Behavior Interventions and Supports)








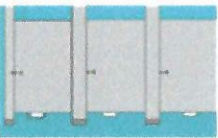







PBIS seeks to reduce or eliminate poor behavior schoolwide through the encouragement of positive behaviors.

Benefits of PBIS

The goal of PBIS is to create a positive school climate, in which students learn and grow with a feeling of safety, school pride, and respect.

CES Matrix Mustang Pride



	Hallway Voice Level = 0	Playground Voice Level = 3	Restroom Voice Level = 0	Lunchroom Voice Level = 1	Bus Voice Level = 1
C Character	 Show respect with your words and body language.	 Put garbage in the trash can, even if it's not yours.	 Use restroom equipment properly.	 Clean your area before leaving.	 Keep hands, feet, and other objects to yourself.
E Expectations	 Stop to allow others to pass. Hold the door for others.	 Practice good sportsmanship.	 Allow others privacy.	 Face forward. Talk only to your bench buddies.	 Follow bus driver's directions.
S Safety	 Walk quietly on the blue line on the right side. Eyes and feet facing forward.	 Keep hands, feet, and objects to self. Use playground equipment correctly.	 Wash hands quietly and return to class quickly.	 If you drop anything, pick it up.	 Remain in your seat.

Title I Handbook

Acknowledgement Form

Centerville Elementary School

Dear Families and Students,

For the 2025-2026 school year, our Title I Handbook is available for your viewing on our school website at www.ces.hcbe.net under the Title I Family Engagement Tab.

The purpose of the Title I Handbook is to provide our families with detailed information regarding what it means to be a part of a Title I school. The handbook is also a critical component in helping to build a strong relationship between home and school. The documents included in the handbook are the *Parent's Guide to Title I, The Connection(Family Engagement Plan and Grade Level Compact), Right to Know Teacher and Paraprofessional Qualifications, Copyright Piracy Awareness and Complaint Procedure.*

If you prefer a printed copy of the handbook, please indicate in the space provided and we will gladly provide one for you.

Additionally, we ask that you sign and date acknowledging access and agreement to the

School-Family Compact then return the form to your child's school.

Please choose one of the following options:

_____ I will access the Title I Handbook on the school's webpage. I do not wish to receive a printed copy.

_____ I would like to receive a printed, hard copy of the Title I Handbook. Please send one home with my child.

School-Parent Compact Signatures:

School Representative Signature: _____ Date: _____

Parent/Guardian Signature: _____

Date: _____

Student Name (print): _____

Student Signature: _____

Date: _____ Grade: _____

To be completed by school personnel only

Hard copy of Title I Handbook given to _____

Student Name

Date _____ By: _____

School Personnel