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Dr. Curtis L. Jones, Jr.
Superintendent

Dr. Angela James
Principal

3660 Houston Avenue
Macon, GA 31206



BIBB COUNTY SCHOOL DISTRICT

OFFICE OF DISTRICT EFFECTIVENESS AND FEDERAL PROGRAMS

Receipt of 2018-2019 Title I Parent and Family Engagement Guidebook

August 2018

Dear Parent/Guardian:

Your participation in your child's education is extremely important to us. We believe in maintaining regular, two-way communication between home and school. As such, we distribute information to explain how parents can work with the school to ensure that students achieve their maximum potential. Please take time and carefully read all of the documents included in your child's Title I Parent and Family Engagement Guidebook. We also ask that you sign and return the appropriate forms to your child's teacher.

Provided in the Title I Parent and Family Engagement Guidebook are the following documents:

- Receipt of 2018-2019 Title I Parent and Family Engagement Guidebook **(School Copy-Please Return)**
- School-Parent Compact Signature Letter **(School Copy-Please Return)**
- A Family's Guide to Title I
- Parent Right to Know Notification
- School Parent and Family Engagement Plan
- School-Parent Compact
- District Parent and Family Engagement Plan
- Before and After School Programs Notification
- McKinney-Vento Program Notification
- Migrant Education Program Notification
- Complaint Procedures

Please sign below and return this page **AND** the School-Parent Compact Signature Letter to your child's teacher by **August 31, 2018**.

Should you have any questions, please contact your child's principal.

I have received and read the 2018-2019 Title I Parent and Family Engagement Guidebook for Bruce Elementary School.

Parent's Signature _____ Date _____

Student's Name _____ Grade _____ Date _____



Bruce Elementary School

School-Parent Compact Signature Letter

2018-2019

Revised March 6, 2018

August 2018

Dear Parent/Guardian,

Bruce Elementary School students participating in the Title I, Part A program, and their families, agree that this School-Parent Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement. It describes how the school and parents will build and develop a partnership that will help children achieve the challenging State academic standards. Please review the attached School-Parent Compact.

Please **sign and date below** to acknowledge that you have read, received, and agree to this School-Parent Compact. **Once signed, please return the form to your child's teacher and keep the School-Parent Compact as a reminder of your commitment.*** The School-Parent Compact will be discussed with you throughout the year at different school-family events as we work together to help your child succeed in school. We look forward to our school-parent partnership!

Sincerely,

Dr. Angela James

Dr. Angela James
Principal

Teacher/School Representative Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Grade: _____ Date: _____

***Please return one signed form for each student** in your household attending
Bruce Elementary School.

A Family's Guide to Title I

What is Title I?

Title I is the largest federally funded program for elementary, middle, and high schools. Title I helps students, teachers, and parents. Through Title I, school districts receive money based on the number of low-income families in each district. Each district uses its Title I money for extra educational services for children most in need of educational help. The focus of the Title I program is on helping the students meet the same high standards expected of all children. The Every Student Succeeds Act (ESSA) serves as the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) which focuses on the clear goal of fully preparing all students for success in college and careers and the right of parents to be involved in the education of their children.



Which Bibb County Schools receive Title I services?

| | | |
|-------------------------|-----------------------|-----------------------|
| Alexander II Elementary | Howard Middle | |
| Appling Middle | Ingram-Pye Elementary | |
| Ballard-Hudson Middle | Lane Elementary | |
| Bernd Elementary | Miller Middle | |
| Brookdale Elementary | MLK Elementary | |
| Bruce Elementary | Northeast High | Springdale Elementary |
| Burdell-Hunt Elementary | Porter Elementary | Taylor Elementary |
| Carter Elementary | Riley Elementary | Union Elementary |
| Central High | Rutland High | Veterans Elementary |
| Hartley Elementary | Rutland Middle | Vineville Academy |
| Heard Elementary | Skyview Elementary | Weaver Middle |
| Heritage Elementary | Southfield Elementary | Westside High |
| Howard High | Southwest High | Williams Elementary |

What are your rights as a parent?

Under the Every Student Succeeds Act (ESSA), you may request information about the professional qualifications of your child's teacher(s) and/or paraprofessional(s). The following information may be requested:

- Whether your child'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 the qualifications of your child's teacher and/or paraprofessional, please contact the school principal.



What is My Role in Supporting My Child's Success?

Parents are an important part of the Title I team and are partners with the school in helping their students achieve. **As the parent of a child in a Title I school, you have the right to:**

Be **engaged** in the planning and implementation of the parent and family engagement plan and program in your school

Ask to read the progress reports on your child and school

Request information about the professional qualifications of your child's teacher(s) and/or paraprofessionals including the degrees and certifications held, and whether the teacher is certified in their respective area of instruction

Help to **decide** if Title I is meeting your child's needs, and offer suggestions for improvement

Ask about your child's school designation under the Every Student Succeeds Act (ESSA), Title I, Part A

Know if your child has been assigned or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification, licensure requirements, or district requirements for certification

Help **develop** your school's plan for how parents and schools can work together.



What is the School District's Role in Supporting My Child's Success?

Local educational agencies (LEAs) are defined as school districts, county offices of education, and direct-funded charter schools that **are responsible for the following actions:**

Plan and implement educational programs, activities, and procedures as required under Title I that engage parents

Reserve 1% of Title I funds for parent and family engagement activities if the LEA receives more than \$500,000

Develop a parent and family engagement plan with the participation of parents

Provide full opportunities for participation of parents with limited English proficiency, disabilities, and parents of migratory children, and when appropriate, in a language and format that they can understand

Conduct an annual evaluation of the parent and family engagement plan and implement changes based upon the findings of the evaluation

Build parent capacity by providing literacy and technology trainings that will help parents work with their children to improve academic achievement

Build capacity of school staff by providing resources that will assist staff in communicating with parents and working in partnership for students' academic success.



What is the School's Role in Supporting My Child's Success?

Some Title I schools are schoolwide programs. This means that school staff work to improve the school's educational program in an effort to increase the achievement of all students, particularly those who are low achieving and thus could benefit from extra supports or services. Other schools may have a targeted assistance program, which means that only certain students and their parents can benefit from the additional services Title I provides. **Title I schools are responsible for the following actions:**

Involve parents in the planning, review, and improvement of Title I programs, including the school parent and family engagement plan

Develop jointly, with the parents of participating students, a school-parent compact focused on academic achievement

Inform parents in an understandable language and format

Offer parent meetings at various times or in various formats (schools may also pay for transportation and child care, when reasonable and necessary)

Provide information to parents about the state standards, curriculum, and assessments and how parents can monitor their child's progress

Build parent capacity by coordinating and integrating parent programs and activities with other federal, state, and local programs.



For more information regarding Title I, contact the Office of District Effectiveness and Federal Programs at 478.765.8582.



**Bruce Elementary School
3660 Houston Avenue
Macon, GA 31206**

Right to Know Professional Qualifications of Teachers and Paraprofessionals

August 1, 2018

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

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

- Whether your child'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 the qualifications of your child's teacher and/or the paraprofessional, please contact me, **Dr. Angela James**, your child's principal, by phone at **478-779-4550** or by email at **Angela.James@bcsdk12.net**.

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

Sincerely,

Dr. Angela James

Dr. Angela James
Principal

CHARLES H. BRUCE ELEMENTARY SCHOOL

3660 HOUSTON AVENUE

MACON, GA 31206

478-779-4550

www.bcsdk12.net/bruce

Parent
+
Teacher
=
Educated
Child



2018-2019 Family Engagement Plan

Dr. Angela James, Principal

Dr. Telli Huges, Assistant Principal

Frankie Lewis, Family Engagement Representative

Revised March 6, 2018

What is Title I?

Bruce Elementary School is identified as a Title I school as 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 to strengthen student academic achievement.

District Goals

All students will reach high standards with a minimum attaining the following proficiency:

- ☐ Increase the percent of students achieving a Lexile measure at the targeted grade levels (3rd, 5th, 8th, HS American Lit) to 55% as measured by the Georgia Milestones assessment scores.
- ☐ Decrease the percentage of students absent from school 6 or more days from 48.4% to 30%.

School Goals

The school administration, teachers, and staff met and discussed data as it relates to student performance. The areas of study that need the most attention are Reading and Mathematics.

Math/English and Language Arts

- ☐ Meet and exceed proficiency in Math/ELA in Grades K-2 as measured by Renaissance 360 during academic school year 2019

Focus Areas

- ☐ Decrease the percentage of students reading below grade level to 25% by academic school year 2020.
- ☐ Decrease the number of beginning learners in Mathematics to 25% by academic school year 2020.

Parents, Teachers, and Students will Share Responsibility for Success

What is this plan? This plan explains how Bruce Elementary will provide a variety of opportunities for parent and family engagement. Bruce Elementary values the contributions and engagement of parents and family members to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that Bruce Elementary will support family engagement and provides information on how parents can help and participate in activities and events to promote student learning at school and at home.

How is it developed? Parents and family members will be invited to the annual Family and Community Engagement (FACE) Forum to review and revise this plan, the Schoolwide Plan, School-Parent Compact, and family engagement budget. These meetings are scheduled at convenient times. Additionally, parent input and comments regarding this plan are welcome during the school year through an online comment card. Parent feedback received will be used to revise the plan for the next school year. We also distribute an annual survey to ask parents and family members for their suggestions on the plan and use of funds for parents and family engagement.

Who is the plan for? All students who participate in the Title I, Part A program, and their families are encouraged to participate in the opportunities described in this plan. Bruce Elementary will provide full opportunity for the participation of parents with limited English, parents with disabilities, and parents of migratory children.

Where will the plan be available? The plan will be included in the Parent and Family Engagement Guidebook that is given to each student. The plan will be available in the school office, media center, and parent resource center. Additionally, the plan will be posted on the school website.

School-Parent Compact

The School-Parent Compact is developed through collaboration with school administration, teachers, parents and students. The purpose of the compact is to show how all involved will work together in order to ensure student academic success. The compact is reviewed and updated annually by school administration, teachers, parents and students during the annual Family and Community Engagement (FACE) Forum.

Family Engagement

Charles H. Bruce Elementary School will take the following measures to promote and support parents as an important foundation of the school in order to strengthen the school and reach our school goals. This will be implemented by making sure that parents are aware of volunteer opportunities and specifically recruit volunteers for certain functions. All materials distributed will be presented in a family friendly manner that encourage participation.

-Ensure that all information related to school and parent programs, meetings, and other activities is timely and published in both English and Spanish as needed. All parent focused materials will be sent out at least one week in advance giving parents enough time to respond.

-Communicate with all families and the community on a regular basis about school meetings and events such as by mail, flyers, and phone calls as appropriate. Prior to an event parents will not only receive flyers, but within 24-48 hours parents who have signed up for an activity will receive a personal telephone call. Families will be notified by way of school messenger, and all events will appear on the Parent Channel of the school website.

-Conduct training with staff on family engagement practices and effective strategies for staff to work with parents as equal partners. A team composed of parents and staff will present a communication workshop to staff that enable staff and parents to learn and understand the importance of effective and parent friendly communication. Title I staff will also send out communication tips on a weekly basis.

-Partner with Pre-K and other programs to coordinate and integrate family engagement activities to support the full participation of parents in their child's education. The Pre-K, Kindergarten Teachers, and Title I staff offer a transition workshop to parents of students transitioning from Pre-K to Kindergarten. Students are also provided with a book bag of learning materials that parents may use to work with their children during summer vacation.

-Provide necessary materials and training for parents to work with their children to improve their academic achievement. We will host several workshops that are geared towards the specific needs identified by parents on the annual parent survey. The School-Parent Compact also has promises that parent, teachers, and students have agreed upon in order to ensure student success.

-Listen and respond to parents' requests for additional support for family engagement activities. At the end of each school year, parents complete a survey in which they express their needs with regards to assisting their children academically. Parents are also encouraged to make known their desires throughout the school year.

-Submit parent feedback about any part of the Title I Schoolwide Plan that parents feel is not satisfactory to achieve the goals for student and school academic achievement to the local Title I office or by completing the "Share Your Thoughts" Form located in parent resource center.

Hours of Operation

Parent Resource Center: Media Center-MWF:

8:30 AM – 12:30 PM and Tue and Thurs: 12:30 PM – 3:00 PM

For more information, please contact Frankie E. Lewis, Family Engagement Representative
(478)779-4569 or Frankie.lewis@bcsdk12.net

Engagement Opportunities

The following events will be offered to parents in order to strengthen family engagement. Support by the school, parents, and community partners will encourage student success when all are actively engaged in the education of our students. Meetings for parents and family will be held morning and afternoon.

Open House: July 2018 - Parents will meet their child's teacher and our friendly staff. Parents will receive important information regarding the lunch program, physical education program, and upcoming Title I workshops and meetings.

Annual Title I Parent Meeting: July 2018 - All completed documents will be presented to parents. The School-Parent Compact, Schoolwide Improvement Plan, and the Parent and Family Engagement Plan are among the documents that will be presented to parents.

Communication Workshop, Session I: August 2018 - Bruce parents and the School Title I Representative will present the importance of collaboration and open communication when it comes to student success.

English Language Arts Curriculum, HealthMPowers, and Student Expectations: September 2018 - Participants will learn about the English/Language Arts Curriculum, basic computer, accessing student information, how to use technology to access student information and more.

Communication Workshop, Session II October 2018 - Bruce parents and the School Title I Representative will continue the sharing of information regarding the importance of collaboration and open communication when it comes to student success.

Mathematics Curriculum, HealthMPowers, and Student Expectations: October 2018 - Parents will learn strategies and techniques that may be used to encourage student success, as well as, strategies to improve skills in Mathematic.

Georgia Family Engagement Month/National Parental Involvement Day November 15, 2018

November 2018 – Title I Parent Survey: - Parents will have an opportunity to provide in-put on school activities and accountability.

Test Taking Skills and Understanding Test Scores, Technology, Parent Portal November 2018 - Parents will learn how to assist their child with test taking skills and understanding the scores once they are released. Parent will learn about Parental Portal and copyright piracy.

Social Studies and Science: Understanding the Curriculum and Student Expectations Workshops: January 2019 - Parents will learn strategies for making Social Studies fun as they learn and parents will be taught how the curriculum is used in their child's classroom.

Family and Community Engagement (FACE) Forums March 2019 Participate in roundtable discussions with the principal and staff regarding the schoolwide plan, parent and family engagement plan, school-parent compact, and family engagement budget.

Parent-Teacher Conferences-Ongoing-Parents and teachers are encouraged to schedule conferences throughout the school year in order to monitor the progress for student achievement.

Pre K and Fifth Grade Transition Workshop May 2019 – Pre K: Parents learn about kindergarten expectation and receive information for summer learning. **5th Grade:** Parents learn about 6th grade expectations for children and parents.

Volunteer Opportunities: Parents are welcome to volunteer and assist in the classroom, lunchroom, read to students, and tutor, etc.

What is a School-Parent Compact?

A School-Parent Compact for Achievement is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to assist all students reach grade level standards.

Effective compacts:

- ☐ Link academic achievement goals.
- ☐ Focus on student learning skills.
- ☐ Describe how teachers will help students develop those skills using high-quality instruction.
- ☐ Share strategies parents can use at home.
- ☐ Explain how teachers and parents can communicate about student progress.
- ☐ Describe opportunities for parents to observe, volunteer, and participate in the classroom.

Jointly Developed

Multiple opportunities were provided for parents, students, and teachers to share their thoughts in developing this school-parent compact with regards to what is most needed educationally for student success.

Each year parents, teachers, students, and the school administration have opportunities to review the compact and make changes based on student needs.

*If you would like to volunteer, participate, and/or observe in the classroom, please contact:
Frankie Lewis at frankie.lewis@bcsdk12.net
or 478-779-4569 or on the school website and click the parent tab.*

Building Partnerships for Student Achievement

The following opportunities will be offered by our school in order to enhance student success:

Family fun curriculum nights-all grade levels.

The Parent Advisory Council quarterly meetings.

The enjoyment of workshops from the comfort of home.

Bruce collaborative community partnerships.

Parent Resource Center:

M-W-F: 8:30 AM-12:30 PM

and

T-Th: 12:30 PM—3:00 PM

More family learning opportunities will be available throughout the school year. Detailed information will be sent home.

Communication About Student Learning

We believe that open communication between home and school is important for student success. It will continue to be encouraged through:

- ◆ Parent-Teacher Conferences where the School-Parent Compact is reviewed and discussed.
- ◆ Invitations to parents to all schoolwide and district opportunities for learning.
- ◆ Progress Reports every 4 ½ weeks
- ◆ Reports Cards every 9 weeks

*Do you have questions about your child's progress? Contact your child's teacher through e-mail, telephone, letters, school visits, and the school website:
www.bibbb@bcsdk12.net*

Charles H. Bruce Elementary

2018-2019

School-Parent Compact **KINDERGARTEN**

Revised: March 6, 2018



Dr. Angela James, Principal
3660 Houston Avenue
Macon, GA 31206
(478) 779-4550

<https://www.bcsdk12.net/bruce>

2018-2019 Goals for Student Achievement

District Goals:

All students will reach high standards with a minimum attaining the following proficiency:

- ◆ Increase the percent of students achieving a Lexile measure at the targeted grade levels (3rd, 5th, 8th, HS American Lit) to 55% as measured by the Georgia Milestones assessment scores.
- ◆ Decrease the percentage of students absent from school 6 or more days from 48.4% to 30%.

School Goals:

The school administration, teachers, and staff met and discussed data as it relates to student performance. The areas of study that need the most attention are Reading and Mathematics.

Math/English and Language Arts

- ◆ Meet and exceed proficiency in Mathematics/ELA in Grades K-2 as measured by Renaissance 360 during academic school year 2018.

Focus Areas

- Decrease the percentage of students reading below grade level to 25% by academic school year 2020
- Decrease the number of beginning learners in Mathematics to 25% by academic school year 2020

Mutual Promises that Leads to Student Success

As a teacher, I will:

- ◆ Provide parents with links to websites addressing English/Language Arts and Mathematics.
- ◆ Provide parents with additional work in Mathematics for practice at home with their child/children.
- ◆ Provide parents with resources for practice with problem solving using different strategies. (Example, Understand, Plan, Solve)

As a parent, I will:

- ◆ Work with my child on the practice materials provided by the teacher.
- ◆ Review the work provided by the teacher in Mathematics and make sure that my child understands the work.
- ◆ Review resources and the different strategies provided in order to make sure that my child understands how to use the different strategies for problem solving.

Kindergarten
ROCKS

Mutual Promises that Leads to Student Success

As a student, I will:

- ◆ Work with my parents on websites provided by the teacher.
- ◆ Study with my parents the homework in Mathematics provided by the teacher.
- ◆ Work with my parents on understanding and solving problems



Availability of the School-Parent Compact

Bruce Elementary School-Parent Compacts are included in the Title I Parent and Family Engagement Guidebook that is sent home with each student. In addition, the compacts are posted on the school website, and available in the front office, the media center, and the parent resource center.

What is a School-Parent Compact?

A School-Parent Compact for Achievement is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to assist all students reach grade level standards.

Effective compacts:

- ☐ Link goals of the school improvement plan.
- ☐ Focus on student learning skills.
- ☐ Describe how teachers will help students develop those skills using high-quality instruction.
- ☐ Share strategies parents can use at home.
- ☐ Explain how teachers and parents will communicate about student progress.
- ☐ Describe opportunities for parents to volunteer, observe, and participate in the classroom.

Jointly Developed

Multiple opportunities were provided for parents, students, and teachers to share their thoughts in developing this school-parent compact with regards to what is most needed educationally for student success.

Each year parents, teachers, students, and the school administration have opportunities to review the compact and make changes based on student needs.

If you would like to volunteer, participate, and/or observe in the classroom, please contact:

Frankie Lewis at frankie.lewis@bcsdk12.net or 478-779-4569 or on the school website and click the parent tab.

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Communication About Student Learning

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- ◆ Parent-Teacher Conferences where the School-Parent Compact is reviewed and discussed.
- ◆ Invitations to parents to all schoolwide and district opportunities for learning.
- ◆ Progress Reports every 4 ½ weeks
- ◆ Reports Cards every 9 weeks

*Do you have questions about your child's progress? Contact your child's teacher through e-mail, telephone, letters, school visits, and the school website:
www.bibb@bcsdk12.net/Bruce.*

Charles H. Bruce Elementary

2018-2019

School-Parent Compact

First Grade

Revised: March 6, 2018



Dr. Angela James, Principal
3660 Houston Avenue
Macon, GA 31206

(478) 779-4550
<https://www.bcsdk12.net/bruce>

2018-2019 Goals for Student Achievement

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School Goals:

The school administration, teachers, and staff met and discussed data as it relates to student performance. The areas of study that need the most attention are Reading and Mathematics.

Math/English and Language Arts

- ◆ Meet and exceed proficiency in Math/ELA in Grades K-2 as measured by Renaissance 360 during academic school year 2018.

Focus Areas

- Decrease the percentage of students reading below grade level to 25% by academic school year 2020
- Decrease the number of beginning learners in Mathematics to 25% by academic school year 2020

Mutual Promises that Leads to Student Success

As a teacher, I will

- ◆ Provide parents with reading materials that will assist their child with preparation for effective teacher/parent student led conferences in order to increase reading skills.
- ◆ Provide links to websites and suggest reading resources that will increase student reading skills so that by the end of this academic school year at least 80% of students will be reading on grade level.
- ◆ Provide parents with links to different mathematics websites in order to assist their children with increasing their skills and knowledge thereby decreasing beginning learners down to 25% by academic year 2020.

As a parent, I will:

- ◆ Work with my child on reading materials provided by the teacher in order to prepare him/her for student led conferences and increase reading skills materials provided by the teacher.
- ◆ Access websites and use reading resources in order to have my child reading on grade level by the end of the academic school year.
- ◆ Access mathematics websites provided by the teacher in order to increase my child's skills in mathematics.



Mutual Promises that Leads to Student Success

As a student, I will:

- ◆ Read with my parents on work provided by the teacher in order to increase my reading skills.
- ◆ Work with my parents on increasing my reading skills by using links to websites and reading resources.
- ◆ Use websites in mathematics to increase my mathematics skills.



Availability of the School-Parent Compact

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- ☐ Explain how teachers and parents will communicate about student progress.
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www.bibb@bcsdk12.net/Bruce.*

Charles H. Bruce Elementary

2018-2019

School-Parent Compact

Second Grade

Revised: March 6, 2018



Dr. Angela James, Principal
3660 Houston Avenue
Macon, GA 31206

(478) 779-4550

<https://www.bcsdk12.net/bruce>

2018-2019 Goals for Student Achievement

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Math/English and Language Arts

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Focus Areas

- Decrease the percentage of students reading below grade level to 25% by academic school year 2020
- Decrease the number of beginning learners in Mathematics to 25% by academic school year 2020

Mutual Promises that Leads to Student Success

As a teacher, I will

- ◆ Include with homework, resources in reading and provide a reading log for parents to record completed reading assignments. Incentives will be offered as parents turn in the reading log.
- ◆ Provide parents with the necessary tools that will assist students with Star 360 in order to increase students scale scores and decrease the number of beginning learners in mathematics.
- ◆ Invite parents into the classroom in order to show them the different strategies in mathematics that are being taught so they may assist their child at home.

As a parent, I will:

- ❖ Keep track of homework reading assignments in the log provided by the teacher in order to increase my child's reading skills and qualify for incentives offered by the teacher.
- ❖ Assist my child with mathematics strategies and resources so my child's mathematics skills will continue to increase.
- ❖ Attend class when invited by the teacher so that I may learn different strategies in mathematics being taught in the classroom and then work with my child at home.



Mutual Promises that Leads to Student Success

As a student, I will:

- ◆ Read at home with my parents and complete reading log in order to increase my reading skills which will qualify my parent for incentives.
- ◆ Work with my parents to increase my mathematics skills by using strategies and resources provided to my parent.
- ◆ Work at home with my parents on strategies learned after a visit to my classroom.



Availability of the School-Parent Compact

Bruce Elementary School-Parent Compacts are included in the Title I Parent and Family Engagement Guidebook that is sent home with each student. In addition, the compacts are posted on the school website, and available in the front office, the media center, and the parent resource center.

What is a School-Parent Compact?

A School-Parent Compact for Achievement is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to assist all students reach grade level standards.

Effective compacts:

- ☐ Link goals of the school improvement plan.
- ☐ Focus on student learning skills.
- ☐ Describe how teachers will help students develop those skills using high-quality instruction.
- ☐ Share strategies parents can use at home.
- ☐ Explain how teachers and parents will communicate about student progress.
- ☐ Describe opportunities for parents to volunteer, observe, and participate in the classroom.

Jointly Developed

Multiple opportunities were provided for parents, students, and teachers to share their thoughts in developing this school-parent compact with regards to what is most needed educationally for student success.

Each year parents, teachers, students, and the school administration have opportunities to review the compact and make changes based on student needs.

If you would like to volunteer, participate, and/or observe in the classroom, please contact:

Frankie Lewis at frankie.lewis@bcsdk12.net or 478-779-4569 or on the school website and click the parent tab.

Building Partnerships for Student Achievement

The following opportunities will be offered by our school in order to enhance student success:

Family fun curriculum nights-all grade levels.

The Parent Advisory Council quarterly meetings.

The enjoyment of workshops from the comfort of home.

Bruce collaborative community partnerships.

Parent Resource Center:

M-W-F: 8:30 AM-12:30 PM
and

T-Th: 12:30 PM—3:30 PM

More family learning opportunities will be available throughout the school year. Detailed information will be sent home.

Communication About Student Learning

We believe that open communication between home and school is important for student success. It will continue to be encouraged through:

- ◆ Parent-Teacher Conferences where the School-Parent Compact is reviewed and discussed.
- ◆ Invitations to parents to all schoolwide and district opportunities for learning.
- ◆ Progress Reports every 4 ½ weeks
- ◆ Reports Cards every 9 weeks

*Do you have questions about your child's progress? Contact your child's teacher through e-mail, telephone, letters, school visits, and the school website:
www.bibbb@bcsdk12.net/Bruce.*

Charles H. Bruce Elementary

2018-2019

School-Parent Compact

Third Grade

Revised: March 6, 2018



Dr. Angela James, Principal
3660 Houston Avenue
Macon, GA 31206
(478) 779-4550
<https://www.bcsdk12.net/bruce>

2018-2019 Goals for Student Achievement

District Goals:

All students will reach high standards with a minimum attaining the following proficiency:

- ◆ Increase the percent of students achieving a Lexile measure at the targeted grade levels (3rd, 5th, 8th, HS American Lit) to 55% as measured by the Georgia Milestones assessment scores.
- ◆ Decrease the percentage of students absent from school 6 or more days from 48.4% to 30%.

School Goals:

The school administration, teachers, and staff met and discussed data as it relates to student performance. The areas of study that need the most attention are Reading and Mathematics.

Math/English and Language Arts

- ◆ Meet and exceed proficiency in Math/ELA in Grades 3-5 as measured by Renaissance 360 during academic school year 2018.

Focus Areas

- Decrease the percentage of students reading below grade level to 25% by academic school year 2020
- Decrease the number of beginning learners in Mathematics to 25% by academic school year 2020

Mutual Promises that Leads to Student Success

As a teacher, I will

- ◆ Provide parents with resources and strategies that we are working on in English Language Arts and Mathematics in the monthly newsletter so they may assist their child.
- ◆ Provide parents helpful tips in the monthly newsletter (listening and comprehension skills) so they may be of assistance to their child as they complete reading assignments.
- ◆ Decrease the number of beginning learners in mathematics by providing parents, via agendas, text messages, phone calls, etc. with ways in which they may assist their child with what we are working on in class and homework assistance. (Example: UPS (Understand, Plan, Solve)

As a parent, I will:

- ◆ Use the resources and strategies provided in the monthly newsletter by the teacher in Reading and Mathematics to help my child at home.
- ◆ Use the helpful tips provided in the newsletter by the teacher in order to help my child with his/her listening and comprehension skills
- ◆ Follow the teacher's suggestions so my child's mathematics skills are increased by learning and using UPS strategies and others provided by the teacher through various forms of communication.



Mutual Promises that Leads to Student Success

As a student, I will:

- ◆ Work with my parents on the resources and strategies provided by the teacher in Mathematics and English and Language Arts.
- ◆ Work with my parents on tips provided in the newsletter in order to increase my listening and comprehension skills
- ◆ Work at home with my parents on strategies provided in mathematics in order to increase my skills.



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What is a School-Parent Compact?

A School-Parent Compact for Achievement is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to assist all students reach grade level standards.

Effective compacts:

- ☐ Link goals of the school improvement plan.
- ☐ Focus on student learning skills.
- ☐ Describe how teachers will help students develop those skills using high-quality instruction.
- ☐ Share strategies parents can use at home.
- ☐ Explain how teachers and parents will communicate about student progress.
- ☐ Describe opportunities for parents to volunteer, observe, and participate in the classroom.

Jointly Developed

Multiple opportunities were provided for parents, students, and teachers to share their thoughts in developing this school-parent compact with regards to what is most needed educationally for student success.

Each year parents, teachers, students, and the school administration have opportunities to review the compact and make changes based on student needs.

If you would like to volunteer, participate, and/or observe in the classroom, please contact:

Frankie Lewis at frankie.lewis@bcsdk12.net or 478-779-4569 or on the school website and click the parent tab.

Building Partnerships for Student Achievement

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Communication About Student Learning

We believe that open communication between home and school is important for student success. It will continue to be encouraged through:

- ◆ Parent-Teacher Conferences where the School-Parent Compact is reviewed and discussed.
- ◆ Invitations to parents to all schoolwide and district opportunities for learning.
- ◆ Progress Reports every 4 ½ weeks
- ◆ Reports Cards every 9 weeks

*Do you have questions about your child's progress? Contact your child's teacher through e-mail, telephone, letters, school visits, and the school website:
www.bibbb@bcsdk12.net/Bruce.*

Charles H. Bruce Elementary

2018-2019

School-Parent Compact

Fourth Grade

Revised: March 6, 2018



Dr. Angela James, Principal
3660 Houston Avenue
Macon, GA 31206
(478) 779-4550
<https://www.bcsdk12.net/bruce>

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- ◆ Decrease the percentage of students absent from school 6 or more days from 48.4% to 30%.

School Goals:

The school administration, teachers, and staff met and discussed data as it relates to student performance. The areas of study that need the most attention are Reading and Mathematics.

Math/English and Language Arts

- ◆ Meet and exceed proficiency in Math/ELA in Grades 3-5 as measured by Renaissance 360 during academic school year 2018.

Focus Areas

- Decrease the percentage of students reading below grade level to 25% by academic school year 2020
- Decrease the number of beginning learners in Mathematics to 25% by academic school year 2020

Mutual Promises that Leads to Student Success

As a teacher, I will

- ◆ Provide parents with links to Moby Max so they may assist their child with activities in English Language Arts by practicing strategies used in the classroom to increase their reading skills.
- ◆ Provide resources in Mathematics to parents so they may assist their child as he/she increase her skills and engage in additional practice as it relates to the standards being taught.
- ◆ Decrease the number of beginning learners in mathematics by providing parents, via agendas, text messages, phone calls, etc. with ways in which they may assist their child with what we are working on in class and homework assistance. (Example: UPS (Understand, Plan, Solve)

As a parent, I will:

- ◆ Use the resources and strategies provided in the monthly newsletter by the teacher in Reading and Mathematics to help my child at home.
- ◆ Use the helpful tips provided in the newsletter by the teacher in order to help my child with his/her listening and comprehension skills
- ◆ Follow the teacher's suggestions so my child's mathematics skills are increased by learning and using UPS strategies and others provided by the teacher through various forms of communication.



Mutual Promises that Leads to Student Success

As a student, I will:

- ◆ Work with my parents on the resources and strategies provided by the teacher in Mathematics and English and Language Arts.
- ◆ Work with my parents on tips provided in the newsletter in order to increase my listening and comprehension skills.
- ◆ Work at home with my parents on strategies provided in mathematics in order to increase my skills.



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www.bibbb@bcsdk12.net/Bruce.*

Charles H. Bruce Elementary

2018-2019

School-Parent Compact

Fifth Grade

Revised: March 6, 2018



Dr. Angela James, Principal
3660 Houston Avenue
Macon, GA 31206
(478) 779-4550
<https://www.bcsdk12.net/bruce>

2018-2019 Goals for Student Achievement

District Goals:

All students will reach high standards with a minimum attaining the following proficiency:

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School Goals:

The school administration, teachers, and staff met and discussed data as it relates to student performance. The areas of study that need the most attention are Reading and Mathematics.

Math/English and Language Arts

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Focus Areas

- Decrease the percentage of students reading below grade level to 25% by academic school year 2020
- Decrease the number of beginning learners in Mathematics to 25% by academic school year 2020

Mutual Promises that Leads to Student Success

As a teacher, I will

- ◆ Provide parents with websites and real life activities based on the standards that have been taught each week. Parents will also be provided with resources that will encourage their children to read materials that are of interest to them and based on the standards.
- ◆ Provide websites to parents so they may access mathematics standards that have been taught during the week and work with their child.
- ◆ Provide parents with hands on activities that utilize common household items in order to increase skills in various forms of mathematics that has been taught in order to increase mathematics skills and knowledge.

As a parent, I will:

- ◆ Access with my child websites and suggested real life activities provided by the teacher and based on the standards. I will also explore, along with my child, reading materials that are of interest to him/her and based on the standards being taught.
- ◆ Access websites and work on mathematics standards that are being taught to my child in the classroom.
- ◆ Work with my child on hands on activities that utilize household items in order to increase his/her skills and knowledge in mathematics.



Mutual Promises that Leads to Student Success

As a student, I will:

- ◆ Explore with my parent's websites provided by the teacher in order to increase my skills in reading.
- ◆ Work with my parents on mathematics websites that increase my skills and is based on standards being taught.
- ◆ Work with my parents as we locate hands on activities that utilize common household items in order to increase my mathematics skills and knowledge.



Availability of the School-Parent Compact

Bruce Elementary School-Parent Compacts are included in the Title I Parent and Family Engagement Guidebook that is sent home with each student. In addition, the compacts are posted on the school website, and available in the front office, the media center, and the parent resource center.



2018-2019

BIBB COUNTY SCHOOL DISTRICT

Parent and Family Engagement Plan

Revised March 22, 2018

What is Family Engagement?

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, including ensuring:

- That parents play an integral role in assisting their child's learning.
- That parents are encouraged to be actively involved in their child's education.
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

WHAT'S INSIDE

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Jointly Developed

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Opportunities for Meaningful Parent Input

Building Capacity of Families and Staff

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Adoption and Distribution of Plan

Upcoming Events



Dr. Curtis L. Jones, Jr.
Superintendent

484 Mulberry Street
Macon, GA 31201
www.bcsdk12.net

About the Parent and Family Engagement Plan

In support of strengthening student academic achievement, the Bibb County School District (BCSD) developed this parent and family engagement plan that establishes the district's expectations and objectives for meaningful family engagement. It describes BCSD's commitment to engage families in the education of their children and builds the capacity of its Title I schools to succeed in reaching the district and student academic achievement goals.



When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more.

Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of the Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. Consistent with Section 1116, the BCSD will work with its Title I schools to ensure that the required school-level parent and family engagement plans meet the requirements of Section 1116(b) and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESSA.

Jointly Developed

During the annual State of the District Forums in the spring, all parents are invited to participate and provide suggestions and ideas to improve the district parent and family engagement plan for the 2018-2019 school year. The district uses advertisements via social media, district and school websites, automated calling system (in English and Spanish), emails, and flyers to inform parents about the meetings. During the meetings, parents also review and discuss the Comprehensive LEA Improvement Plan (CLIP). At the school Family and Community Engagement (FACE) Forums, parents are invited to review and provide input on developing the district and school improvement plans.

Upon final revision, the district parent and family engagement plan is incorporated into the CLIP, which is submitted to the state. Parents are welcome to submit comments and feedback regarding the plan at any time on the district website or by submitting written comments to their child's school. All feedback received by March 22, 2018 is included with the plan for the 2018-2019 school year.

The district parent and family engagement plan is posted on the district and school websites and distributed during the annual Title I school meetings held prior to September 1, 2018. The plan is included in the Title I Parent and Family Engagement Guidebook that is sent home with students at the beginning of the school year and made available in the schools' parent resource areas.

Strengthening Our Schools

The district utilizes the PTA's National Standards for Family-School Partnership, adopted by the State Board of Education in 2010, to support family and community engagement.

The six standards are welcoming all families, communicating effectively, supporting student success, speaking up for every child, sharing power, and collaborating with the community.

A district Family Engagement Coordinator (FEC) and Family Engagement Specialists (FES) will provide technical assistance and coordinate district family engagement activities with the school Family Engagement Facilitator (FEF) or school representative to ensure the six standards are being satisfied and that processes and activities are implemented and evaluated. In addition to school visits and webinars, the FEC and FESs will hold frequent meetings/trainings with principals and FEFs to review family engagement plans; learn and discuss strategies to increase family and community engagement; and develop effective forms of two-way communication. Additionally, the district convenes a Victory in Progress (VIP) meeting in July for principals to review family engagement requirements, timelines and guidance on Title I, Part A. The district collaborates with Communities in Schools and United Way of Central Georgia to engage parents and family members effectively in education.



Reservation of Funds

The BCSD reserves one percent from the total amount of Title I funds it receives for 2018-2019 to carry out the parent and family engagement requirements consistent with this plan and as described in Section 1116 of the ESSA. Furthermore, the BCSD distributes 90 percent of the one percent reserved to Title I schools to support their local-level family engagement programs and activities. The district provides clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

At the State of the District and school FACE Forums in the spring, parents provide input on how the one percent required family engagement funds are used in the upcoming year at the district and school-level. Each Title I school will survey parents in November for suggestions. Survey results and stakeholder input forms from the forums are reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget.



Opportunities for Meaningful Parent Input

Input and suggestions from parents and family members are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend two meeting opportunities described in this section to share their ideas and suggestions on decisions to help the district, schools, and students to reach our student academic achievement goals.

State of the District Forums

February 6 and 7, 2019

All parents are welcome to hear the latest updates from the Bibb County School District as well as review and provide input into the District Parent and Family Engagement Plan and the Comprehensive LEA Improvement Plan for the 2019-2020 school year. Notices regarding the forums are made available to all parents in advance of the meetings. The district also communicates information regarding these input meetings on the school and district websites.

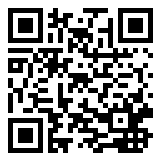
Family and Community Engagement (FACE) Forums

February 7-March 7, 2019

Each Title I school will host a forum for parents and family members to participate in discussions to review the schoolwide plan, school parent and family engagement plan, school-parent compact as well as provide input on the family engagement budget and program activities. Each Title I school will send information home and post details on social media notifying parents and family members about the date and time of the forum. Information regarding the FACE Forums will also be made available on each Title I school website.

Parent input on decisions regarding use of Title I funds to support family engagement programs may also be submitted through the annual district survey. The survey will contain questions related to the family engagement budget as well as a section for parents to provide their comments.

Unable to attend these meetings? Please visit www.bcsdk12.net/TitleI to review the meeting documents and minutes and leave your input.



Scan this code with your smartphone or tablet to access Title I and family engagement information from the BCSD website.

Building Capacity of Families and Staff

The BCSD will build school and parent capacity for strong family engagement to ensure effective involvement of family members and the community, as equal partners, to improve student academic achievement through districtwide activities and programs.

OF FAMILIES

SUPPORTING STUDENT SUCCESS. The district and through its Title I schools will work to Support Student Success by providing assistance to parents and family members in understanding state and district academic information connected to their children's learning and progress and information regarding the Title I program. The district provides Victory in Schools (VIS) Parent University, a family engagement model, to help families build upon skills, knowledge and support systems to improve student success. VIS Parent University offers online resources and workshops for parents to gain knowledge about Georgia Standards of Excellence, state curriculum and achievement goals, as well as required assessments including alternative forms of assessments for Georgia students. Additional materials will be available in each school parent resource area for those families who may have limited internet access, including resources in Spanish, where possible.



SPEAKING UP FOR EVERY CHILD. To empower parents and community leaders to become advocates for their own and other children, the BCSD has a districtwide Superintendent Parent Advisory Council and a Business in Education Partnership (BEP). Parents, community leaders, and business partners are invited to serve on each respective council to share ideas on all matters related to school policies, procedures, and family and community engagement. In addition, each school has an active council at the school-level.

SHARING POWER. The district and schools are committed to encouraging opportunities for parents and family members to serve as parent leaders by organizing events, volunteering at school, participating in PTA/PTO, and networking with each other and with the community.



COMMUNICATING EFFECTIVELY. Each Title I school will host monthly workshops and have a parent page on its website that contains grade level resources, including



study guides and practice assessments to help parents work with their children at home. The district family engagement specialists and technology specialists will support Title I schools in

assisting parents with how to monitor their child's progress using Parent Portal, the online student information system. Parents will receive information about other digital educational resources (including education about the harms of copyright piracy). Dates and times for workshops will be determined.

COLLABORATING WITH THE COMMUNITY. BCSD will develop resources to expand learning, community service, and civic participation that enhance the school environment.

WELCOMING ALL FAMILIES. To ensure a smooth transition from one school environment to another for parents of rising kindergarten, 6th and 9th grade students, BCSD will host Kindergarten Roundup and Smooth Move events so parents may tour schools and receive information to help them prepare for a new setting. BCSD will coordinate with other federal and state funded preschool programs to plan and integrate family engagement activities and resources.

OF STAFF

The BCSD will conduct quarterly trainings for principals and FEFs to learn and discuss strategies to strengthen family engagement and build ties with families and the community. The district will create, with input from parents and family members, several presentations on Creating a Welcoming Environment and Improving Communication with Families that will be available to schools for training purposes.


To ensure that information related to district, school and parents programs is available to all parents, each Title I school will send home in August a Title I Parent and Family Engagement Guidebook, which provides information related to meetings and other activities in an understandable and uniform format. FEFs and appropriate school staff will be trained on parent notifications and resources to be sent home in parents' native language, where applicable. Interpreters will be available for parent events and meetings. In addition, the district and schools will distribute information about school policies, programs and activities on the district/school websites, through flyers, newsletters, emails, social media, and the district's automated calling system.

Parent and Family Engagement Evaluation

Parents are provided opportunities to participate, as equal partners, in the decisions that affect children and families. The BCSD will conduct an evaluation of the content and effectiveness of this parent and family engagement plan and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey and the State of the District and school FACE Forums.

Beginning in November, each Title I school will send home a survey for parents to provide valuable feedback regarding the family engagement activities and programs. These surveys will also be posted on the district and school websites for parents to complete. In addition to the annual survey, each Title I school will also use the school FACE Forums to facilitate group discussions to obtain input from parents of children eligible to receive Title I services and to design strategies for more effective family engagement.

The district and schools will use the findings from the forums and the survey results to implement processes for effective family engagement, to remove possible barriers to parent participation, and to revise parent and family engagement plans.



Mark Your Calendar

» UPCOMING EVENTS

For Parents

Understanding Curriculum, Instruction and Assessment
September 2018

Helping My Child Succeed
October 2018

Annual Parent Survey
November 12-December 14, 2018

State of the District Forums
February 6 and 7, 2019

School FACE Forums
February 7-March 7, 2019
Local school site

For Schools

Victory in Progress (VIP)
District/Administrators
July 2018

Family Engagement Facilitator Meeting
July 2018

Effective Two-Way Communication
August 2018

Building Parent and Staff Capacity
September-November 2018

FEF Zone Meeting
January 2019

Superintendent's Listening Sessions

September and December 2018
March 2019

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district FEC will communicate and collaborate with the Office of Student Affairs. To ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, the district will provide information and school reports in a language parents can understand to the extent possible.

Adoption

This district parent and family engagement plan has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual State of the District Forum.

This plan was adopted by the Bibb County School District on March 22, 2018 and will be in effect for the 2018-2019 academic school year. The school district will distribute this plan in multiple ways to all parents of participating Title I, Part A children on or before September 1, 2018.



Title IV, Part B - 21st Century Community Learning Centers Before and After School Programs Information for Parents

The purpose of 21st Century Community Learning Centers Program is to provide federal funds for communities to establish or expand activities in community learning centers that operate during out-of-school hours and serve three specific purposes:

- To provide opportunities for academic enrichment and tutorial services to help students
- To offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic program; and
- To offer families of 21st CCLC students opportunities for active and meaningful engagement in their children's education.

Specifically, the goal of 21st CCLC is to impact students through an intentional focus on improved reading, mathematics, positive youth development, and parent and family engagement outcomes. Bibb County School District has four grant-based 21st Century Community Learning Centers—Ingram-Pye Elementary, Riley Elementary, Southfield Elementary, and Veterans Elementary.

There are nine fee-based afterschool programs. The expected outcomes of the fee-based afterschool programs are: to enhance and enrich the student's regular day activities; to increase class participation; to improve homework completion; to improve academic achievement along with test scores; and to decrease discipline problems at school and at home. By providing learning experiences that are not part of the regular school day, Bibb County Afterschool Programs can impact the whole child; not only academically but socially and emotionally.

Before and After School Fee-Based Sites

Alexander II Elementary
Heard Elementary
Lane Elementary
Springdale Elementary
Weaver Middle

After School Fee-Based Sites

Carter Elementary
Heritage Elementary
Northwoods Academy
Skyview Elementary
Vineville Elementary

Before School Fee-Based Sites

Appling Middle
Ballard Hudson Middle
Howard Middle
Miller Middle
Rutland Middle

Early School Fee-Based Site

Porter Elementary

For additional information, please call 478.765.8660.



McKinney-Vento Homeless Education Act Information for Parents or Unaccompanied Youth

This information is provided to assist you in ensuring that your child receives services for which they are eligible through the McKinney-Vento Homeless Education Act.

If your family is temporarily living in any of the following situations:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”);
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and



Then, under the McKinney-Vento Act, your preschool-aged and school-aged children have the right to:

- enroll in school immediately, even if they are missing records and documents normally required for enrollment (i.e., birth certificate, proof of residence, previous school records, or immunization/medical records)
- attend either the school in which their residence is zoned or the school of origin, whichever is in their best interest. The school of origin is the school the child attended when permanently housed or the school in which they were last enrolled.
- receive transportation to and from the school
- have access to the same programs and services that are available to all other students including transportation and supplemental educational services

If you have questions or need assistance, please contact:

Dr. Danielle S. Jones
Title I Homeless Liaison
Office 478-765-8633
Cellular 478-508-1966
Danielle.Jones@bcsdk12.net
www.bcsdk12.net/page/40197



Title I, Part C Migrant Education Program Information for Parents

Your children and Youth through the age of 21 may be able to receive extra educational help.

Have you worked in...

Farming?

Commercial Fishing?

Planting or Growing trees (Nursery)?

Cutting trees (Forestry)?

Processing (meat, poultry, seafood, dairy)?

Do you currently work, have worked or have looked for these types of agricultural work during the last three years? Do your children move with you and change schools?

If you answered YES to any of these questions, your children may be eligible to qualify for supplemental services in or outside of school!

For more information call 1-866-505-3182 or 470-218-5361

Migrant Liaison

478-765-8591

Título I, Parte C Información del programa de educación de migrantes para los padres

Sus niños y jóvenes hasta la edad de 21 años pueden recibir ayuda educacional extra.

¿Has trabajado en ...

¿Agricultura?

¿Pesca comercial?

¿Plantando o Cultivando árboles (vivero)?

¿Cortando árboles (silvicultura)?

¿Procesando (carne, aves, mariscos, y productos lácteos)?

¿Trabajó, trabaja o buscó usted este tipo de trabajo durante los últimos 3 años?

¿Sus hijos viajan con usted y cambian de escuela?

¡Si ha contestado SI a alguna de estas preguntas, sus hijos podrían calificar para obtener servicios suplementarios dentro o fuera de la escuela!

Para más información llame al 1-866-505-3182 o al 470-218-5361

Coordinador Migrante

478-765-8591



BIBB COUNTY SCHOOL DISTRICT

COMPLAINT PROCEDURES FOR FEDERAL PROGRAMS

A. Grounds for a Complaint

Any individual, organization, or agency (“complainant”) may file a complaint with Bibb County School District (BCSD) if that individual, organization, or agency believes and alleges that BCSD is violating a Federal statute or regulation under the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015, that applies to the programs listed below:

B. Federal Programs for Which Complaints Can Be Filed

1. Title I, Part A - Improving Academic Achievement of the Disadvantage
2. Title I, Part A - Academic Achievement Awards
3. Title I, Part A - Foster Care Program
4. Title I, Part A - Family-School Partnership Program
5. Title I, Part C - Education of Migratory Children
6. School Improvement 1003(g) (SIG)
7. Title I, Part D - Programs for Neglected or Delinquent Children
8. Title II, Part A - Supporting Effective Instruction
9. Title III, Part A - Language Instruction for English Learners and Immigrant Students
10. Title IV, Part A - Student Support and Academic Enrichment
11. Title IV, Part B - 21st Century Community Learning Centers
12. Title IX, Part A - McKinney-Vento Homeless Assistance Act
13. The Individuals with Disabilities Act (IDEA)

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 Bibb County School District to no avail, the complainant must provide the Georgia Department of Education written proof of their attempt to resolve the issue with Bibb County School District.

D. Filing a Complaint

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

1. A statement that Bibb County School District 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.

The complaint must be addressed to:

Bibb County School District
The Office of Superintendent
484 Mulberry Street
Macon, GA 31201

Once the complaint is received by Bibb County School District, 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, Bibb County School District will issue a Letter of Acknowledgement to the complainant that contains the following information:

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

If additional information or an investigation is necessary, BCSD 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 Bibb County School District, 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 Bibb County School District's decision and include a complete statement of the reasons supporting the appeal.

BIBB COUNTY SCHOOL DISTRICT
Complaint Form for Federal Programs

| | |
|---|-------|
| Please Print Name (Complainant): | |
| Mailing Address: | |
| Phone Number (home): Phone Number (work/cell): | |
| Date on which violation occurred: | |
| Statement that the Bibb County School District (BCSD) 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 the agency. | |
| Please attach/enclose copies of all applicable documents supporting your position. | |
| Signature of Complainant: | Date: |
| Mail this form to: Bibb County School District The Office of Superintendent 484 Mulberry Street Macon, GA 31201 | |

[illegible]

Bibb County School District | 2018-2019 CALENDAR

| JULY 2018 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

25-31 Pre-Planning

| JANUARY 2019 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

1-2 Holiday Break
3 Professional Learning Day
4 Second Semester Begins
21 Dr. M.L. King Jr. Day

19 Days of Instruction

| AUGUST 2018 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

1 First Day of School

23 Days of Instruction

| FEBRUARY 2019 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | | |

18 Presidents Day
19-22 Winter Break
21-22 Potential Inclement Weather Make-up Days

15 Days of Instruction

| SEPTEMBER 2018 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

3 Labor Day

19 Days of Instruction

| MARCH 2019 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

25-29 Spring Break

16 Days of Instruction

| OCTOBER 2018 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

5 Professional Learning Day (No Students)
8-12 Fall Break
5 Potential Weather Make-up Day for Students
8 Potential Make-up Day for Teachers

17 Days of Instruction

| APRIL 2019 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

22 Days of Instruction

| NOVEMBER 2018 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

19-23 Thanksgiving Break
19 Potential Inclement Weather Make-up Day

17 Days of Instruction

| MAY 2019 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

24 Last Day of School
24-25 Graduation
27 Memorial Day
28-30 Post-Planning

18 Days of Instruction

| DECEMBER 2018 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

20 Last Day of Semester
21-31 Holiday Break

14 Days of Instruction

| JUNE 2019 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |