



Dr. Curtis L. Jones, Jr.
Superintendent

2976 Crestline Drive
Macon, GA 31204



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 Taylor Elementary School.

Parent's Signature _____ Date _____

Student's Name _____ Grade _____ Date _____



Taylor Elementary School

School-Parent Compact Signature Letter

2018-2019

Revised March 7, 2018

August 2018

Dear Parent/Guardian,

Taylor 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,

LaShonda Gilbert

LaShonda Gilbert
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 Taylor 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.



**Taylor Elementary School
2976 Crestline Drive
Macon, GA 31204**

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), **Taylor 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, **LaShonda Gilbert**, your child's principal, by phone at **478-779-3550** or by email at **LaShonda.Gilbert@bcsdk12.net**.

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

Sincerely,

LaShonda Gilbert

LaShonda Gilbert
Principal



TAYLOR TIGERS

"ROARING WITH SUCCESS"

ROSA TAYLOR ELEMENTARY

2976 Crestline Drive

Macon, GA 31204

478-779-3550

www.bcsdk12.net/taylor

2018-2019

Parent and Family Engagement Plan

Revised: March 7, 2018

LaShonda Gilbert, Principal

What is Title I?

Rosa Taylor is identified as a Title I School as part of the Every Student Succeeds Act (ESSA), Title I, Part A. Title I is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and enhance efforts 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 parent and family engagement. All Title I schools must jointly develop with all parents and family members a written parent and family engagement plan and schoolwide program 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 for 6 or more days from 48.4% to 30%.

School Goals

Reading

Kindergarten -Increase sight word recognition to 125 words or more. Increase the percent of students reading on a 90 Lexile Level.

1st Grade -Increase sight word recognition to 225 words or more. Increase the percent of students reading on a 250 Lexile Level based on STAR 360.

2nd Grade -Increase the percent of students reading on a 550 Lexile Level or above based on STAR 360.

3rd Grade -Increase the percent of students reading on a 670 Lexile Level or above to 53% based on the Georgia Milestones Assessment.

4th Grade -Increase the percent of students reading at 840 Lexile Level or above to 50% based on the Georgia Milestones Assessment.

5th Grade -Increase the percent of students reading on a 920 Lexile Level or above to 50% based on the Georgia Milestones Assessment.

Math

K-2nd -Increase performance by 10% in Numbers and Operations based on STAR 360.

3rd-5th -Increase the percent of students scoring at Developing Learner or above to 59% based on the Georgia Milestones Assessment.

Shared Responsibility for Success

What is this plan? This plan explains how Rosa Taylor Elementary School will provide various opportunities for the involvement of parents and family members. At Taylor, we value parents and family member input. By working together, the common goal of student success will be accomplished. Parents and family members are encouraged to assist with the planning of activities that will promote student success.

How is it revised? Parents and family members were invited to attend several review meetings. The meetings were scheduled at their convenience. Once completed, feedback is welcomed at any time during the year. All comments will be used to revise the plan for the next year. We also distribute an annual survey to ask parents and family members for their suggestions on the plan and use of funds for parent and family engagement.

Who is the plan for? All students participating in the Title I program, and their families are encouraged and invited to fully participate in a decision making role, as appropriate, in the opportunities offered in this plan. Taylor Elementary will provide an equal opportunity for the participation of families with limited English, parents with disabilities and parents of migratory children. The Neglected and Delinquent Residential Facilities in the district are included in the family engagement correspondence and activities.

Where will the plan be available? The plan will be sent home with each student in his/her signed paper folder. It will also be available in the front office, on the school website under the parent tab. The plan will be discussed throughout the school year at school events and other workshops.

School-Parent Compact

A school-parent compact will be developed through collaboration with parents, students and teachers. The purpose of the compact is to show how all will work together in order to ensure that all students are successful. The compact will be reviewed annually and updated based on feedback from parents, students and teachers. Each parent will receive a copy of the compact, and it will be posted on the school website and available in the office.



PARENT AND FAMILY ENGAGEMENT PLAN 2018-2019

Taylor 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.

We will —

- ✓ 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. At the families request, and to the extent practical, an interpreter in the families home language will be made available for meetings and school events.
- ✓ 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.
- ✓ Conduct trainings, in consultation with parents, on effective family engagement practices and strategies for staff and families to work together as equal partners. During regular staff meetings, through emails and handouts, we will present tips for building ties between home and school.
- ✓ Partner with other Federal, State and local pre-school programs and our zone middle school to coordinate and integrate family engagement activities for parents and families of Pre-K and 5th grade students through tours and workshop as they transition from one setting to another.
- ✓ Provide necessary materials and training for parents to work with their children to improve their children's achievement by sharing information about curriculum, assessments and ways to monitor their child's progress.
- ✓ Listen and respond to parents' request for additional support for family engagement activities through evaluations, and 'Share Your Ideas' online comment card on the school webpage.
- ✓ Submit parent feedback about any part of the schoolwide plan that parents feel is not satisfactory to the goals for student and school academic achievement to the local Title I office.

FAMILY SCHOOL PARTNERSHIPS

Fall Festival
Book Fair
Literacy Day
Milestones Proctoring
Classroom Volunteer



The following events will be offered to parents and family members to strengthen parent and family engagement. Meetings are held at various times and dates.

Open House-July 2018. Students and parents meet their new teachers and tour the school; receive important information regarding the lunch program, physical education, PTA and other family events.

Annual Title I Meeting—August 2018. To inform parents about what Title I means and the benefits to parents.

Building Staff Capacity—Communication Modules: September and November 2018, January and April 2019.

Faculty, staff and parents will learn about effective ways to communicate as partners for student achievement.

Technology and Digital Literacy Workshop-September 2018 and January 2019. Information on Parent Portal, on-line resources, and computer based software.

Monthly Lunch Events

Each class will host a class Lunch & Learn for families. Items for discussion will be classroom expectations, curriculum, testing, online resources, Parent Portal and other grade specific requirements. We look forward to seeing you there!



Georgia Family Engagement Month— November 2018. We celebrate our parents and families this month in honor of National Parental Involvement Day on November 15th.

Title I Parent Survey-November 2018. Families will have an opportunity to provide feedback on the school's family engagement activities.

Literacy Night-March 2019. Visit your child's classroom this day to see activities in reading, writing, and language arts on National Read Across America Day.

Title I Family and Community Engagement (FACE) Forum February 7-March 7, 2019. A decision-making opportunity for parents and family members to participate in round table discussions with the principal and staff regarding the schoolwide plan, the school-parent compact, and the family engagement plan and budget.

Pre-K to Kindergarten Transition-April 2019. Come learn about the knowledge, skills and relationships that help students move from one educational setting to another.

Smooth Move - April 2019. Fifth grade students and families have an opportunity to learn more about the transition to middle school.

Parent/Teacher Conferences. An on-going opportunity for parents and students to meet with teachers to discuss expectations and academic progress.

If you would like to volunteer, please contact the Front Office at (478) 779-3150.

<div data-bbox="66 1491 160 1999" data-label="Section-Header"> <h2>What is a School-Parent Compact?</h2> </div> <div data-bbox="173 1491 889 1999" data-label="Text"> <p>A School-Parent Compact is a written agreement between parents, students, and teachers developed together. It explains what families and schools can do to help children reach grade-level standards.</p> <p>An Effective Compact:</p> <ul style="list-style-type: none"> • Links goals to our school improvement plan. • Focuses on student learning skills. • Describes how teachers will help students develop those skills using high-quality instruction. • Shares strategies parents can use at home. • Explains how teachers and parents will communicate about student progress. • Describes opportunities for parents to volunteer, observe, and participate in the classroom. </div>	<div data-bbox="972 1491 1036 1999" data-label="Section-Header"> <h2>Jointly Developed</h2> </div> <div data-bbox="1068 1491 1490 1999" data-label="Text"> <p>The parents, students, and staff of Taylor Elementary School have developed this School-Parent Compact for Academic Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the Compact and make changes based on student needs. Parents are welcome to make comments at any time by filling out a comment card and placing it in the suggestion box in the office.</p> </div>
<div data-bbox="94 751 160 1325" data-label="Section-Header"> <h2>Building Partnerships</h2> </div> <div data-bbox="201 751 662 1325" data-label="Text"> <p>The following actions will be taken to promote partnerships:</p> <ul style="list-style-type: none"> • PTA • School Council Meetings • Parent Workshops • Lunch and Learn Topics • Volunteers • Classroom Visits <p>Contact the Title I School Representative (478) 779-3550</p> </div>	<div data-bbox="701 751 1344 1325" data-label="List-Group"> <p>Communication about Student Learning</p> <ul style="list-style-type: none"> • Parent-Teacher Conferences • Teacher Planning Period • Weekly homework folders • Weekly Newsletters • Website Page • Progress Reports every 4 1/2 weeks • Report Cards every 9 weeks • Telephone calls • Written notes in student planners • School visits </div> <div data-bbox="1360 751 1523 1325" data-label="Text"> <p>Do you have questions about your child's progress?</p> <p>Contact your child's teacher by calling the office at (478) 779-3550.</p> </div>
<div data-bbox="87 75 461 625" data-label="Section-Header"> <h1>School-Parent Compact for Academic Achievement</h1> <h2>2018-2019</h2> <p>Revised: March 7, 2018</p> <h1>"HOME OF THE TIGERS"</h1> </div> <div data-bbox="480 201 857 508" data-label="Image"> </div> <div data-bbox="906 218 954 470" data-label="Text"> <p>Grades K-2</p> </div>	<div data-bbox="1008 75 1479 625" data-label="Text"> <h2>"Roaring With Success"</h2> <p>Rosa Taylor Elementary School <i>LaShonda Gilbert, Principal</i> 2976 Crestline Drive Macon, GA 31204 478-779-3550 www.bcsdk12/taylor</p> </div>

Taylor Tiger 2018-2019

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 for 6 or more days from 48.4% to 30%.

School Goals

Reading

Kindergarten. Increase sight word recognition to 125 words or more. Increase the percent of students reading on a 90 Lexile Level.

1st Grade. Increase sight word recognition to 225 words or more. Increase the percent of students reading on a 250 Lexile Level based on STAR 360.

2nd Grade. Increase the percent of students reading on a 550 Lexile Level or above based on STAR 360.

Math

K-2nd. Increase student performance by 10% in Numbers and Operations based on STAR 360.

Focus Areas

K-1st. Recognizing high frequency sight words, knowing letter names and sounds.

2nd. Reading for fluency and comprehension, recalling details.

K-2nd. Understanding addition and subtraction strategies, counting by 5's & 10's up to 100.

As a Teacher, I will....

- Use the student planner and class newsletters to recommend strategies and activities that are targeted to the student's need in the subject areas.
- Provide parents a 9-weeks at a glance newsletter highlighting skills and content areas for each nine week period.
- Feature links to websites for building reading vocabulary, sight word and mathematics skills on school's webpages.
- Offer workshops (Lunch & Learn) that focus on and generate excitement about reading and math in daily life.

As a Student, I will....



- Bring home my planner and weekly class newsletter.
- Read 20 minutes daily and ask for help when needed on my assignments.
- Practice my math facts and vocabulary. Use the websites that my teacher gives me for practice.
- Attend at least one Math or Reading workshop with my family during the school year.

As a Parent, I will....

- Read my child's planner and the weekly class newsletters to find helpful strategies to assist my child in reading and math.



- Use the 9-week at a glance newsletter to stay connected to my child's learning needs.
- Check the school website and teacher webpage on a regular basis for resources to assist my child.
- Participate in at least one workshop or lunch and learn event that offer strategies and techniques in reading and math.

Parent Resource Center

If you have any questions or need help finding resources for you or your child, please contact the Title I School Representative.

478-779-3550



What is a School-Parent Compact?

A School-Parent Compact is a written agreement between parents, students, and teachers developed together. It explains what families and schools can do to help children reach grade-level standards.

An Effective Compact:

- Links goals to our school improvement plan.
- Focuses on student learning skills.
- Describes how teachers will help students develop those skills using high-quality instruction.
- Shares strategies parents can use at home.
- Explains how teachers and parents will communicate about student progress.
- Describes opportunities for parents to volunteer, observe, and participate in the classroom.

Jointly Developed

The parents, students, and staff of Taylor Elementary School have developed this School-Parent Compact for Academic Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the Compact and make changes based on student needs.

Parents are welcome to make comments at any time by filling out a comment card and placing it in the suggestion box in the office.

Building Partnerships

The following actions will be taken to promote partnerships:

PTA
School Council Meetings
Parent Workshops
Lunch and Learn Topics
Volunteers
Classroom Visits

Contact the Title I School
Representative at (478) 779-3550

Communication about

Student Learning

- Parent-Teacher Conferences
- Teacher Planning Period
- Weekly homework folders
- Weekly Newsletters
- Website Page
- Progress Reports every 4 1/2 weeks
- Report Cards every 9 weeks
- Telephone calls
- Written notes in student planners
- School visits

**Do you have questions about
your child's progress?**

Contact your child's teacher by calling
the office at (478) 779-3550.

School-Parent Compact for

Academic Achievement

2018-2019

Revised: March 7, 2018

"HOME OF THE TIGERS"



Grades 3rd-5th

"Roaring With Success"

Rosa Taylor Elementary School

LaShonda Gilbert, Principal
2976 Crestline Drive
Macon, GA 31204
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Taylor Tiger 2018-2019

District Goals

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

School Goals

Reading

3rd Grade. Increase the percent of students reading on a 670 Lexile Level or higher to 53% based on the Georgia Milestones Assessment.

4th Grade. Increase the percent of students reading at a 840 Lexile Level or above based on Georgia Milestones Assessment to 50%.

5th Grade. Increase the percent of students reading on a 920 Lexile Level of above to 54% based on the Georgia Milestones Assessment.

Math

3rd-5th. Increase the percent of students scoring at Developing Learner or higher to 59% based on the Georgia Milestones Assessment.

Areas of Emphasis

- Fluency and comprehension, develop and strengthen writing skills.
- Fluency with math facts, understanding words problems.



As a Teacher, I will....



- Use the student planner and class newsletters to recommend strategies and activities that are targeted to the student's need in the subject areas.
- Provide a 9-weeks at a glance newsletter highlighting skills and content areas for each nine week period.
- Feature links to websites for building reading vocabulary, sight word and mathematics skills on school's webpages.
- Offer workshops (Lunch & Learn) that focus on and generate excitement about reading and math in daily life.

As a Student, I will....

- Bring home my planner and weekly class newsletter.
- Read daily and ask for help when needed on my assignments.
- Practice my math facts and vocabulary. Use the websites that my teacher gives me for practice.
- Attend at least one Math or Reading workshop with my family during the school year.



As a Parent, I will....

- Read my child's planner and the weekly class newsletters to find helpful strategies to assist my child in reading and math.
- Use the 9-week at a glance newsletter to stay connected to my child's learning needs.
- Check the school website and teacher webpage on a regular basis for resources to assist my child.
- Participate in at least one workshop or lunch and learn event that offer strategies and techniques in reading and math.

Parent Resource Center

*If you have questions, concerns,
or need help finding resources
for you or your child,
please contact the Title I
School Representative.*

478-779-3550





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

About the Parent and Family Engagement Plan

Jointly Developed

Parent and Family Engagement Strengthens Schools

Reservation of Funds

Opportunities for Meaningful Parent Input

Building Capacity of Families and Staff

Parent and Family Engagement Evaluation

Accessibility for All Families

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.

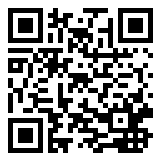
Family and Community Engagement (FACE) Forums

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	

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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						