



BIBB COUNTY SCHOOL DISTRICT

Guidebooks  
will be shared by  
October 31, 2024

# TITLE I

PARENT AND FAMILY ENGAGEMENT

GUIDEBOOK 2024-2025



**Dr. Dan A. Sims, Superintendent**

*Partnering with students, parents and the community*

Charles H. Bruce Elementary School

Kizzie Lott

478-779-4550 • 3660 Houston Avenue Macon, GA 31206

<b>English</b>	Get help in your language. You have the right to get information and help in your language for free. Call (478) 779-4386 or text (478) 508-9417 to request an interpreter.
<b>Arabic</b> عربي	احصل علي المساعدة بلغتك  المعلومات الواردة في هذا الدليل مهمة لك وطفلك لديك الحق في الحصول علي هذه المعلومات والمساعدة بلغتك مجاذا اتصل بالرقم (٤٧٨) ٧٧٩-٤٣٨٦ او لنص (٤٧٨) ٥٠٠-٩٤١٧ لطلب مترخم
<b>Chinese</b> 中文	获得您使用的语言的帮助。 您有权获得这些信息并得到免费的翻译帮助。 如需要中文翻译，请致电 478-779-4386 或发短信到 478-508-9417。
<b>Gujarati</b> ગુજરાતી	તમારી ભાષામાં સહાય મેળવો. તમને માહિતી અને મદદ તમારી ભાષામાં અને મફતમાં મેળવવાનો અધિકાર છે. અનુવાદક માટે વિનંતી કરવા માટે કોલ (478) 779-4386 અથવા ટેક્સ્ટ (478) 508-9417 કરો.
<b>Japanese</b> 日本語	あなたの言語でお手伝いができます。 あなたにはあなたの言語で情報及び手助けを無料で得る権利があります。 通訳を要請するには、電話 (478) 779-4386 及びテキスト (478) 508-9417 にてご連絡ください。
<b>Korean</b> 한국어	한국어 서비스를 받으세요. 여러분은 정보를 알 권리가 있고 무료로 통역서비스를 받을 수 있습니다. (478) 779-4386 으로 전화를 하시거나 (478) 508-9417 로 문자 하셔서 통역을 요청하세요.
<b>Spanish</b> Español	Obtenga ayuda en su idioma. Tiene derecho a obtener información y ayuda en su idioma de forma gratuita. Llame al (478) 779-4386 o envíe un mensaje de texto (478) 508-9417 para solicitar un intérprete.
<b>Swahili</b> Kiswahili	Pata msaada katika lugha yako. Unahaki ya kupata taarifa na msaada kwa lugha yako kwa bure. Piga (478) 779-4386 au tuma ujumbe (478) 508-9417 kwa ombi la mkalimani wa lugha yako.
<b>Vietnamese</b> Tiếng Việt	Nhận trợ giúp bằng ngôn ngữ của bạn. Phụ huynh có quyền nhận thông tin và trợ giúp bằng ngôn ngữ của quý vị miễn phí. Xin vui lòng gọi (478) 779-4386 hoặc nhắn tin đến (478) 508-9417 để yêu cầu thông dịch viên.

# 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	Southfield Elementary
Appling Middle	Ingram-Pye Elementary	Southwest High
Ballard-Hudson Middle	M. L. King Elementary	Springdale Elementary
Bernd Elementary	Lane Elementary	Taylor Elementary
Bruce Elementary	J. R. Lewis Elementary	Union Elementary
Burdell-Hunt Elementary	Miller Middle	Veterans Elementary
Carter Elementary	Northeast High	Vineville Academy
Central High	Porter Elementary	VIP Academy
Hartley Elementary	Rutland High	Weaver Middle
Heard Elementary	Rutland Middle	Westside High
Heritage Elementary	Skyview Elementary	Williams Elementary
Howard High		

## 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.



## BIBB COUNTY SCHOOL DISTRICT

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

### **Right to Know Professional Qualifications of Teachers and Paraprofessionals**

**August 1, 2024**

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, **Kizzie Lott**, your child's principal, by phone at **478-779-4550** or by email at **Kizzie.Lott@bcsdk12.net**.

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

Sincerely,

*Kizzie Lott*

Kizzie Lott  
Principal

# CHARLES H. BRUCE ELEMENTARY SCHOOL

3660 HOUSTON AVENUE  
MACON, GA 31206  
478-779-4550

Parent  
+  
Teacher  
Educated  
Child

## 2024-2025 Family Engagement Plan

June 3, 2024

Kizzie Lott, Principal

478-779-4550

<https://bruce.bcsdk12.net>

### 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 and school-wide plan to strengthen student academic achievement.

### District Goals

#### Strategic Goal 1: Student Achievement

All students will continually demonstrate high academic and social-emotional growth preparing them for life, college, and careers.

#### Strategic Goal 2: Staff Effectiveness

All employees will excel daily in the performance of their roles to ensure our district thrives.

#### Strategic Goal 3: Stakeholder Engagement

We will build collective ownership and active engagement among all stakeholders to maximize students' overall learning experiences.

**District Goals:** Refer to the detailed Board of Education 2023-2028 strategic plan for measurable outcomes by category.

### School Goals

Charles H. Bruce Elementary School will increase the number of students achieving Student Growth Percentiles (Levels 3 (41-65SGP) and 4 (66+ SGP)) in ELA and Math by 6% at each grade level band. Progress measured by iReady/STAR for K-3 and GMAS for 4-8, with the target set for achievement by May 2025.

Charles H. Bruce Elementary School will increase grade K-2 (and each subgroup for example, ALL, ED, SWD, EL, Gifted, etc.) performing at the proficient level or above by 6% in ELA and math on the STAR and iReady by May 2025.

Charles H. Bruce Elementary School will increase grade K-2 (and each subgroup for example, ALL, ED, SWD, EL, Gifted, etc.) performing at the proficient level or above by 20% in ELA, Math, and 46% in Science (5th) on the Spring 2025 GMAS. (\*Emphasis on distinguished).

**School Goals:** Refer to <https://bit.ly/3zeCES2> for any changes to school goals.

### 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 School-wide Plan, School-Parent Compact, and family engagement budget. These meetings are scheduled at convenient times.

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 parent 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 sent to each student. The plan will be available in the school office, media center, and parent resource center. Additionally, the plan will also 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 email, 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 email notification or a phone call. Families will be notified by way of remind, 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 parents, teachers, and students have agreed upon in order to ensure student success.

-Listen and respond to parents' requests for additional support for parent 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 School-wide Plan that parents feel that is not satisfactory to the goals for student and school academic achievement to the local Title I office.

## 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: August 2024** - 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: September 2024** - All completed documents will be presented to parents. The School-Parent Compact and the Parent and Family Engagement Plan are among the documents that will be presented to parents.

**Communication Workshop: Ongoing** - 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.

**English, Language Arts Curriculum and Student Expectations: September 2024** - Participants will learn about the English/Language Arts Curriculum, basic computer, accessing student information, how to use technology to access student information and more.

**Mathematics Curriculum and Student Expectations: October 2024** - Parents will learn strategies and techniques that may be used to encourage student success, as well as strategies to improve skills in Mathematics.

**National Parental Involvement Day and Test Taking Skills and Understanding Test Scores. Technology November 2024** - Parents will learn how to assist their child with test taking skills and understanding the scores once they are released. We will celebrate parents on November 21<sup>st</sup> and throughout the month.

**Social Studies and Science: Understanding the Curriculum and Student Expectations Workshops: January 2025** - Parents will learn strategies for making these topics fun as students learn. Parents will be taught how the curriculum is used in their child's classroom.

**Family and Community Engagement (FACE) Forums: March 2025** 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.

**Fifth Grade Transition Workshop: May 2025** - Parents join their children as they visit the middle school that they will attend in sixth grade. Expectations and school rules are explained to the parents.

**Pre K Transition Workshop: May 2025** - Parents learn about kindergarten expectations both academically and behaviorally. Parents are given materials so they may work with their children over the summer.

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

### Quarterly Council Meetings

October 2024

January 2025

April 2025

## Hours of Operation

**Parent Resource Center: Media Center-** MWF: 8:30am-12:30pm and Tue and Thurs: 2:30pm-3:00pm

*For more information, please contact Title I Family Engagement Representative.*

478-779-4550

## 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 the school at 478-779-4550 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.

Interpreter available upon request

Parent Resource Center:

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

and

T-Th: 2:30 PM - 3:00 PM

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

## Communication About Student Learning

We believe that two-way 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 school-wide and district opportunities for learning.
- ◆ Progress Reports every 6 weeks
- ◆ End of year Reports Cards

*Do you have questions about your child's progress? Contact your child's teacher via e-mail, telephone, letters, school visits, and the school website: <https://bruce.bcsdk12.net/>.*

## Charles H. Bruce Elementary

2024 - 2025

## School-Parent Compact Kindergarten-2nd

*Revised: June 3, 2024*



Kizzie Lott, Principal  
3660 Houston Avenue  
Macon, GA 31206

(478) 779-4550

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

Ms. Sharnell L. Harris  
~Family Engagement  
Representative

## 2024-2025 Goals for Student Achievement

### District Goals:

- ◆ **Strategic Goal 1: Student Achievement**  
All students will continually demonstrate high academic and social-emotional growth preparing them for life, college, and careers.
- ◆ **Strategic Goal 2: Staff Effectiveness**  
All employees will excel daily in the performance of their roles to ensure our district thrives.
- ◆ **Strategic Goal 3: Stakeholder Engagement**  
We will build collective ownership and active engagement among all stakeholders to maximize students' overall learning experiences.

***District Goals:** Refer to the detailed Board of Education 2023-2028 strategic plan for measurable outcomes by category.*

### School Goals:

#### Student Achievement

- ◆ Charles H. Bruce Elementary School will increase the number of students achieving Student Growth Percentiles (Levels 3 (41-65SGP) and 4 (66+ SGP)) in ELA and Math by 6% at each grade level band. Progress measured by iReady/STAR for K-3 with the target set for achievement by May 2025.
- ◆ Charles H. Bruce Elementary School will increase grade K-2 (and each subgroup for example, ALL, ED, SWD, EL, Gifted, etc.) performing at the proficient level or above by 6% in ELA and math on the STAR and iReady by May 2025.
- ◆ Charles H. Bruce Elementary School will increase grade K-2 (and each subgroup for example, ALL, ED, SWD, EL, Gifted, etc.) performing at the proficient level or above by 20% in ELA and Math by the Spring 2025. (\*Emphasis on distinguished).

#### Focus Areas

- ◆ Build skills in guided reading.
- ◆ Building understanding of Lexile and Accelerated Reader goals.

***School Goals:** Refer to <https://bit.ly/3zeCE2> for any changes to school goals*

## Mutual Promises that Leads to Student Success

### As a K-2 teacher, I will:

- ◆ Provide reading logs and resources with homework weekly.
- ◆ Provide links to reading websites with on homework, class newsletters and the school website.
- ◆ Provide parents with links to various math websites to provide assistance with reinforcing math skills.

### As a parent, I will:

- ◆ Work with my child on the reading and math resources provided by the teacher.
- ◆ Access the links in English and Language Arts and Math provided by the teacher.
- ◆ Help my child maintain the reading logs and use the resources provided.



## Mutual Promises that Leads to Student Success

### As a student, I will:

- ◆ Read at least 15 minutes per day.
- ◆ Use the website links for reading and math with my parents.
- ◆ Use the reading logs and resources given by my teacher to help me at home.



## Availability of the School-Parent Compact

Bruce Elementary School-Parent Compacts are included in the Title I Parent and Family Engagement Guidebook. 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 the school at 478-779-4550 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:

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The Parent Advisory Council quarterly meetings.

Interpreter available upon request.

Bruce collaborative community partnerships.

Parent Resource Center:

Quarterly School Council Meetings

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

and

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

## Communication About Student Learning

We believe that two-way 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 6 weeks
- ◆ End of year Report Cards

*Do you have questions about your child's progress? Contact your child's teacher via email, telephone, letters, school visits, and the school website: <https://bruce.bsdk12.net/>.*

Charles H. Bruce  
Elementary

2024-2025

School-Parent Compact  
**3rd - 5th Grades**

*Revised: June 3, 2024*



Kizzie Lott, Principal  
3660 Houston Avenue  
Macon, GA 31206

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Ms. Sharnell L. Harris  
~Family Engagement  
Representative

## 2024-2025 Goals for Student Achievement

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**District Goals:** *Refer to the detailed Board of Education 2023-2028 strategic plan for measurable outcomes by category.*

### School Goals:

- ◆ Charles H. Bruce Elementary School will increase the number of students achieving Student Growth Percentiles (Levels 3 (41-65SGP) and 4 (66+ SGP)) in ELA and Math by 6% at each grade level band. Progress measured by iReady/STAR for 3<sup>rd</sup> and GMAS for 4-5, with the target set for achievement by May 2025.
  - ◆ Charrelis H. Bruce Elementary School will increase each subgroup for example, ALL, ED, SWD, EL, Gifted, etc. performing at the proficient level or above by 20% in ELA, Math, and 46% in Science (5th) on the Spring 2025 GMAS. (\*Emphasis on distinguished).
- Focus Areas
- ◆ Develop reading strategies such as reading for meanings, text questioning and problem solving.
  - ◆ Establish and meet Accelerated Reading goals.

**School Goals:** *Refer to <https://bit.ly/3zeCE2> for any changes to school goals*

## Mutual Promises that Leads to Student Success

### As a 3-5 teacher, I will:

- Provide various genres of books or texts for students to read and write about at home to develop and strengthen writing skills
- Provide parents with fluency phrases to work with students at home.
- Provide parents with links to multiplication, division, addition and subtraction fluency practice.
- Provide multiplication and division facts flashcards and UPS problem solving charts to use at home.

### As a parent, I will:

- ◆ Use the website links for additional practice provided by teacher.
- ◆ Use the flashcards and problem solving chart to help my child with math.
- ◆ Encourage my child to use the sight word cards and fluency phrases at home.

## Mutual Promises that Leads to Student Success

### As a student, I will:

- ◆ Use the math flashcards given by the teacher to practice fluency.
- ◆ Use the sight word card provided by the teacher.
- ◆ Use the website links given by the teacher and read and write daily.



## Availability of the School-Parent Compact

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

# 2024-2025 PARENT and FAMILY ENGAGEMENT PLAN

Revised March 25, 2024

Dr. Dan A. Sims, Superintendent  
484 Mulberry Street ♦ Macon, Georgia 31204



**MISSION** The BCSD maximizes student achievement and social-emotional well-being by building a sense of community in safe, equitable learning environments.

**VISION** Students are empowered to learn, lead, innovate, and serve as productive and caring citizens within their chosen paths of success.

**OUR GOALS** Student Achievement, Staff Effectiveness, and Stakeholder Engagement.



## It's All Inside



About the Parent and Family Engagement Plan

Jointly Developed

Strengthening Our 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



## 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 Every Student Succeeds Act (ESSA).

"Education is not preparation for life; Education is life itself."

*John Dewey*

# 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 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 116, the BCSD will work with its Title I schools to ensure that the required school-level parent and family engagement plans meet federal law requirements and each includes, as a component, a school-parent compact.



## LEARNER OUTCOMES

Each student will graduate **empowered** to make a well-informed decision about their next step. They will learn about themselves as they **engage** in rigorous content and gain **exposure** through personalized learning **experiences**, thereby **enlightening** them to choose their most meaningful pathway.

MATCHED AND ENROLLED

MOTIVATED TO ENLIST

MOLDED FOR ENTREPRENEURSHIP

MEANINGFULLY EMPLOYED

## JOINTLY DEVELOPED

During the annual Come Together District Forums in the spring, all parents were invited to participate and provide suggestions and ideas to improve this district parent and family engagement plan for the 2024-2025 school year. The district uses social media, district and school websites, an automated calling system (in English and Spanish), emails, and flyers to inform parents about the meetings. During the meetings, parents also reviewed and discussed the Comprehensive LEA Improvement Plan (CLIP). At the school Family and Community Engagement (FACE) Forums, parents were 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 February 28, 2024 is included with the plan for the 2024-2025 school year.

The district and school parent and family engagement plan are posted on the district and school websites and distributed during the annual Title I school meetings held prior to September 6, 2024. The plans are included in the Title I Parent and Family Engagement Guidebook that is distributed to students at the beginning of the school year and made available in the school parent resource area.

## 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***

The 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 family engagement team 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 District/Administrators meeting in July for principals to review family engagement requirements, timelines and guidance on Title I, Part A. The district collaborates with Head Start and United Way of Central Georgia to engage parents and family members effectively in education.

## RESERVATION OF FUNDS

The BCSD reserves one percent of the total amount of Title I funds it receives to carry out the parent and family engagement requirements consistent with this plan and as described in federal law. 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 Come Together District Forums 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 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 reach our student academic achievement goals.

## **Come Together District Forums**

Thursday, February 6, 2025

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 2025-2026 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 3 – March 10, 2025

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 building staff capacity. 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 parent 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 the meetings?**

Contact the Family Engagement Program at 478-779-2579 to review the meeting documents and leave your input.

# BUILDING CAPACITY OF FAMILIES AND STAFF

The BCSD will build partnerships between its Title I Schools, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, the BCSD will implement a variety of family and community engagement initiatives.

## FAMILIES

**Supporting Students Success.** The district will work to Support Student Success by providing assistance to parents and family members in understanding academic information connected to their children's learning along with information regarding the Title I program. As part of the district Builder Series, Built4Bibb (B4B) parent sessions are held in various locations in the district. These sessions help bridge the gap between the school and community to give families direct access to resources and information that support their understanding of Georgia standards, curriculum, state and local assessments, district and school achievement goals, the social-emotional well-being of students and families, school safety and other community resources. Additional materials will be available in each school's parent resource area for families who may have limited internet access, including resources in Spanish, where possible.

**Communicating Effectively.** Each Title I school will host ongoing 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 team 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 and announced through various district and school communication methods.

**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. 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 school council.

**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.

**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, 6<sup>th</sup>, and 9<sup>th</sup> grade students, BCSD will host Smooth Move events so parents may tour schools and receive information to help them prepare for a new setting. The school will provide opportunities for students and parents to help make decisions about 4ME learning outcomes and choose a meaningful pathway for the future. BCSD will coordinate with other federal and state funded preschool programs to plan and integrate family engagement activities and resources.

## STAFF

The BCSD will conduct quarterly training 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 parent programs is available to all parents, each Title I school will distribute, in September, 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 Remind messaging system.

# PARENT AND FAMILY ENGAGEMENT EVALUATION

Parents are provided with the opportunity 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 family engagement activities to improve the academic quality of Title I schools through its annual parent survey, the Come Together District Forums, 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. The survey 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 for parent participation. Feedback will be used to revise parent and family engagement plans.

## ACCESSIBILITY FOR ALL

In carrying out the parent and family engagement requirements established by federal law, the district family engagement team will communicate and collaborate with the Offices of Student Affairs and Teaching and Learning to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a language parents can understand to the extent plausible.

## ADOPTION AND DISTRIBUTION OF PLAN

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, schools, and district personnel at the annual Come Together District Forums. The Bibb County School District adopted this plan on July 1, 2024, and will be in effect for the 2024-2025 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 October 1, 2024.



### *For Parents*

**B4B Parent Sessions**  
(ongoing)

**Parent Portal**  
(ongoing)

**Annual Parent Survey**  
November-December 2024

**Come Together District Forums**  
February 6, 2025

**School FACE Forums**  
February 3 – March 10, 2025

### *For Schools*

**District/Administrators Meeting**  
(ongoing)

**Family Engagement Facilitator Meeting**  
(ongoing)

**Effective Two-Way Communication**  
(ongoing)

**Building Parent and Staff Capacity**  
September-November 2024

**FEF Zone Meeting**  
January 2025





## BIBB COUNTY SCHOOL DISTRICT

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

The purpose of **21<sup>st</sup> Century Community Learning Centers (CCLC)** is to provide federal funds for communities to establish or expand activities in community learning centers that operate during out-of-school hours and to serve in the following capacities:

- To foster increased student achievement by providing staff development opportunities for tutors with an intentional focus on ELA, Math, and Career Pathways;
- To ensure daily small group opportunities in ELA and Math personalize student learning with a maximum teacher-student ratio of 1 to 10 in the academic setting;
- To support stakeholder engagement efforts by partnering with students, parents, and community partners. Perception and observation data gleaned from these stakeholders will be used to enhance programming operations; and
- To offer families of 21<sup>st</sup> CCLC students opportunities for active and meaningful engagement in their children's education.

Specifically, the goal of 21<sup>st</sup> CCLC is to impact students by intentionally focusing on improved reading, mathematics, positive youth development, and parent and family engagement outcomes. **Bibb County School District has 28 grant-based 21<sup>st</sup> Century Community Learning Centers that offer programs at no cost to students or families:**

Elementary		Middle	High
Alexander II	Porter	Appling	Central
Bruce	Skyview	Ballard-Hudson	Northeast
Burdell-Hunt	Southfield	Howard MS	Rutland HS
Carter	Taylor	Miller	Southwest
Hartley	Union	Rutland MS	Westside
Heard	Veterans	Weaver	VIP Academy (9-12)
Ingram-Pye	VIP Academy (4-5)	VIP Academy (6-8)	
M. L. King	L.H. Williams		
Lane			

The expected outcomes of the **fee-based** before and after school programs are: to enhance and enrich the student's regular day activities; increase class participation; improve homework completion; improve academic achievement and test scores; and decrease discipline problems at school and home. **Bibb County School District has 7 Before and/or After School Programs for a minimum fee:**

Before Care	After Care
Alexander II	Heritage
Howard MS	Northwoods
Miller Magnet	Vineville Academy
Northwoods	
Rutland MS	



## **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](mailto:Danielle.Jones@bcsdk12.net)



### **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 Region 2 ID & R at 470-218-5361

Migrant Liaison

478-779-2579 or 478-779-2578

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

**Sus hijos y jóvenes hasta los 21 años pueden recibir ayuda educativa adicional.**

¿Has trabajado en ...

¿Agricultura?

¿Pesca comercial?

¿Plantando o Cultivando árboles (vivero)?

¿Cortando árboles (silvicultura)?

¿Procesamiento (carnes, aves, mariscos, y productos lácteos)?

¿Actualmente trabaja, ha trabajado o ha buscado este tipo de trabajos agrícolas durante los últimos tres años? ¿Tus hijos se mudan contigo y cambian de escuela?

Si respondió SÍ a cualquiera de estas preguntas, sus hijos pueden ser elegibles para calificar para servicios suplementarios dentro o fuera de la escuela!

For more information call Region 2 ID & R at 470-218-5361

Migrant Liaison

478-779-2579 or 478-779-2578



# 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 - 21<sup>st</sup> 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.

**G. Equitable Services (Private Schools Only)**

Formal complaint procedures regarding a school district's or a 21st CCLC program's equitable services for children attending private school are found on the State Ombudsman webpage.

**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

## BIBB COUNTY SCHOOL DISTRICT

2024-2025

**July 4, 2024**

Independence Day (District Closed)

**July 29 - August 2**

Pre-Planning

**August 5**

First Day of School

**September 2**

Labor Day

**September 3**

Asynchronous Learning Day

**October 4**

Asynchronous Learning Day

**October 7 - 11**

Fall Break

**November 22**

Asynchronous Learning Day

**November 25 - 29**

Thanksgiving Break

**December 20**

Last Day of the Semester

**December 23 - January 3**

Holiday Break

**January 6, 2025**

Professional Learning (No Students)

**January 7**

Second Semester Begins

**January 20**

Dr. Martin Luther King, Jr. Day

**February 17 - 18**

Winter Break &amp; Inclement Weather Make-up

**February 19**

Asynchronous Learning Day

**March 14**

Asynchronous Learning Day

**March 31 - April 4**

Spring Break

**May 21 - 23**

High School Graduation

**May 23**

Last Day of School (½ Day for Students)

**May 26**

Memorial Day (District Closed)

**May 27 - 30**

Post-Planning

**June 19**

Juneteenth (District Closed)

First and Last Day of the Semester

Holidays

Pre/Post-Planning and Professional Learning

Asynchronous Learning for Students / Prof. Learning for Staff

JULY 2024

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JANUARY 2025

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AUGUST 2024

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FEBRUARY 2025

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SEPTEMBER 2024

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MARCH 2025

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OCTOBER 2024

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APRIL 2025

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NOVEMBER 2024

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MAY 2025

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DECEMBER 2024

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JUNE 2025

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