

**B**amberg School District ne  
*All Hands Supporting Education*



**Title I Parent Handbook**

**Richard Carroll Elementary School  
2021-2022**

## About Title I

Title I is a federally-funded program designed to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education, and to reach proficiency on challenging state academic achievement standards and state academic assessments. Title I resources are distributed to schools with the greatest need and in amounts sufficient to make a difference in the improvement of instruction.

Bamberg School District One does not discriminate in its employment policies and practices, or in its educational programs on the basis of race, color, creed, religion, age, sex, marital status, disabilities, national origin or ancestry. Inquiries concerning the application of Title VI, Title IX or Section 504, Affirmative Action, and the American with Disabilities Act may be referred to:

Superintendent Dottie Brown  
Bamberg School District One  
3830 Faust Street  
Bamberg SC 29003

Questions, concerns, or suggestions regarding Title I programs in the district may be directed to: Phyllis A. Overstreet, Federal Programs Coordinator

Bamberg School District One  
3830 Faust Street  
Bamberg SC 29003  
803.245.3053  
803.245.3056 (fax)  
[poverstreet@bamberg1.net](mailto:poverstreet@bamberg1.net)

If you require special accommodations or need assistance with this document, please notify the district office at 803-245-3053 or the school at 803-245-3047.

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### **Title I Program at Richard Carroll Elementary School**

The Title I schoolwide program at RCES has been designed to improve the educational success of its students. The 2021-2022 schoolwide plan was developed by a team of teachers, administrators, parents, and community members based on a comprehensive needs assessment and includes the following activities:

- One additional teacher in each grade K-4 to ensure smaller class sizes.
- Professional development in core content areas such as Math and English Language Arts, classroom management, along with supplemental classroom instructional supplies.
- Parent engagement activities such as parent reading, writing, and math nights, and SCPASS/SCReady prep nights.
- Inclusion of teachers in decisions regarding assessments.

- Students with learning difficulties receive additional interventions to assist them in meeting grade-level requirements and achieve success on state assessments.
- Extended learning time is provided during the school day by the English Language Arts and Math Interventionists for students identified as at-risk for not meeting academic standards.

*A copy of the RCES Title I Schoolwide plan submitted to the South Carolina Department of Education for approval is available in the school's Media Center, in Principal Chastity Evan's office, and at the District Office. Title I documents can also be found on the district website here: <https://www.bamberg1.net/TitleI>. Parents may review these documents at any time. Any suggestions or concerns will be responded to in writing by Principal Evans or by Phyllis A. Overstreet, Federal Programs Coordinator.*

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### **Parents Right to Know Teacher Qualifications**

Parents have the right to request the qualifications, including education, certification, and experience of the teachers instructing their children and of the qualifications of the paraprofessionals (teacher's aides) who work with their children. If you are interested in this information, please contact Principal Evans at 245-3047.

### **Parents Right to Request Information Regarding State/Local Assessments**

Parents have the right to request information about state and local policies regarding student participation in required state and/or local assessments.

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### **District/School-Level Parent Engagement Policy and School-Parent Compact**

The RCES Parent Involvement Policy survey and School-Parent Compact survey are sent home in the Spring to obtain parent feedback. The Parent Involvement Policy provides the means for RCES to work with parents to review and improve parent programs and describes how parents can participate in planning these programs. The School-Parent Compact outlines how parents, school staff, and students will share the responsibility for improved student academic achievement. The Compact also describes the ways the school and parents will build a partnership to help children achieve the state's high academic standards.

### **Bamberg School District One/RCES Parent and Family Engagement Policy 2021-2022 Final Version:**

*Bamberg School District One and Richard Carroll Elementary School, in partnership with families and the community RCES serves, presents the following Title I Parent and Family Engagement Plan. The plan's purpose is to foster an active and positive partnership between RCES, parents, family members, and the community at large:*

*Richard Carroll Elementary School shall:*

- Conduct an annual Title I meeting for all parents to inform them of the RCES Parent and Family Engagement Policy, and to explain the Title I plan. The annual

meeting will be advertised; the meeting will be held in person, if community conditions permit, and will have an option for virtual attendance. If an in-person meeting cannot be held, a virtual-only meeting will be held. The virtual meeting will be recorded and posted to the school and district Title I page.

- Offer flexible meeting times (morning, afternoon, and/or evening) to involve parents in various parenting programs, or as needed, and arrange alternative conferences, such as Google Meets with parents who are unable to attend conferences at school. These meetings will provide parents with materials and training to help parents understand how to work with children to improve academic achievement.
- Involve parents in the development of the school's Title I Plan, Parent and Family Engagement Policy, and other related plans that affect the education of children.
- Involve parents in the development of training for teachers, administrators, and staff members to improve the overall effectiveness of such programs.
- Send information regarding programs, meetings, and activities to all parents in a language and format that parents can understand.
- Remain open to parent suggestions concerning school based plans and submit any parent comments on the plan to the Local Educational Agency, if any part of the plan is not satisfactory to the parents of participating children.
- Jointly develop and follow a school-parent compact outlining ways that parents, the entire school staff, and students can share the responsibility for improved academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.
- Provide assistance for increased parent understanding of state and local curriculum and achievement standards and methods of state and local assessment (testing).
- Provide assistance for increased parent understanding of how to monitor their child's progress and how to work with school staff members to improve academic achievement.
- Provide parents with an "open-door" policy, giving parents a chance to meet with staff members during reasonable hours, opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities\*.
- Involve parents in community-based programs that support increased parental and family engagement.
- Provide reasonable support for parental engagement activities that parents may request.

*\*May be impacted by COVID-19*

- Inform parents of Parenting, Family Literacy, and Math & STEM programs and the resources available to them.
- Train parents to encourage the engagement of other parents and families.
- Provide parents with multiple methods for making suggestions (suggestion box, website link, direct email, etc.).
- Parent questions and suggestions will receive a timely response.

Unable to attend a meeting? Please visit <https://www.bamberg1.net/TitleI> to review meeting minutes and handouts.

### **RCES SCHOOL-PARENT COMPACT**

This School-Parent Compact is for the 2021-2022 School Year.

Richard Carroll Elementary School and the parents of students participating in activities, services, and programs funded by Title I agree that this Compact outlines how they will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve South Carolina's high standards.

#### **School/Teacher Responsibilities:**

##### **Richard Carroll Elementary School will:**

**Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

*Richard Carroll Elementary is committed to providing a high-quality curriculum and instruction to ALL students. This is done in several ways. Teachers are well-trained and adept in serving Tier I, II, and III students in their classrooms. Small group instruction and as much 1:1 time as possible between students and teachers is scheduled to ensure each student receives explicit direct instruction in a manner they can understand. Intervention teachers assist classroom teachers in working with Tier II and III students who need additional help.*

**Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum –**

*Parent-teacher conferences are held at least twice a year to discuss the School-Parent Compact, student achievement, how parents can provide assistance at home, and other topics related to children's academic needs.*

*Parents will be provided updates on their child's progress each mid nine-week period through Interim Reports and through Report cards each nine weeks. Teachers and students will discuss their progress during evening academic*

*events. Parents also have access to the Parent Portal to review their child's grades throughout the year as well as Google classroom to monitor daily schoolwork.*

**Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

*RCES staff members are always available for parent communication. Such meetings should be set by appointment during the teacher's planning or set before or after school as to not interfere with instructional time.*

*Language barriers are addressed by means of using alternative methods of communication when needed such as appropriately translated documents and engaging properly trained interpreters.*

**Parent Responsibilities:**

**We, as parents, will support our children's learning in the following ways –**

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either sent home with my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on Title I-related school committees, such as being the Title I parent representative on the school's School Improvement Council, the RCES Title I Planning Committee, the RCES PTO, or any other school or district committees.*

**Student Responsibilities:**

**As a student, I will –**

- *Attend regularly and on time.*
- *Support RCES and ask for help when needed.*
- *Complete homework assignments on time.*
- *Welcome teachers and parents as partners to help me achieve.*
- *Participate and do my best.*
- *Talk with my parents or guardians regularly about my school experiences.*

**Parent FYI's:**

- *Interested in volunteering? Contact the school at 803.245.3047.*
- *Parent suggestions regarding Title I programs are always welcome.*
- *The Title I school planning committee meets again in the Spring. Contact the school if you'd like to participate.*
- *Unable to attend Title I meetings? Visit the Title I page on the website for updates, meeting minutes and other information here: <https://www.bamberg1.net/TitleI>.*

*Thanks for all you do to make RCES and Bamberg One a great place to be!*

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### **Parent Information and Resources**

Richard Carroll Elementary School also provides an array of information to assist parents. Please check with the school office regarding these materials. RCES partners with community organizations such as First Steps to provide additional resources to parents.

### **Home/School Connection**

Staff members are trained in understanding the value of working as partners with parents. Programs such as Children and Parents Sharing, The Leader in Me, along with family nights will be planned to build ties between home and school. In-service training, conferences, workshops, etc. will provide assistance to staff in techniques for reaching out and communicating effectively with parents as equal partners.

### **Regular Opportunities for Parent Meetings**

Richard Carroll Elementary School strives to offer regular opportunities for parents to meet regarding the school and the district's Title I plans and activities. An annual Parent Meeting is held at the start of the school year to provide additional information and receive parent input. Parents also have the right to request a Title I parent meeting at any time. A meeting may be requested by contacting Principal Evans or the district Title I Coordinator, Phyllis A. Overstreet.

### **Bamberg School District One Title I Parent Suggestion Policy**

Suggestions from parents and community members are encouraged and all suggestions will receive a response. You may contact RCES Principal Chastity Evans at 803-245-3047.

Additionally, you may submit suggestions to the district's Title I Coordinator, Phyllis A. Overstreet. Miss Overstreet can be reached at the District Office at 803-245-3053 or by email at [poverstreet@bamberg1.net](mailto:poverstreet@bamberg1.net).

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## **TITLE I COMPLAINT PROCEDURE**

A parent, student, employee, or district stakeholder who has a complaint regarding the use of federal ESEA funds and is unable to resolve the issue, may address the complaint in writing to the district's superintendent.

Disputes addressing the enrollment, transportation (including inter-district disputes), and other barriers to the education of children and youth experiencing homelessness are also addressed under this procedure. Parents, guardians, and unaccompanied youth may initiate the dispute resolution process directly at the school they choose, as well as at the district or district's homeless liaison's office. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the school's decision including the rights of the parent, guardian, or youth to appeal the decision. Students should be provided with all services for which they are eligible while disputes are resolved.

The superintendent will investigate, within one week, the circumstances of the complaint and render a decision within two weeks after receipt of the complaint and will notify the complainant of the decision in writing.

The complainant will be allowed one week to react to the decision before it becomes final.

The complainant will either accept or disagree with the decision and will provide such acknowledgment in writing, addressed to the district superintendent.

If the issue is not resolved with the superintendent, the complaint will be forwarded to the district's Board of Education for further review. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the district's decision including the rights of the parent, guardian, or youth to appeal the decision. Unresolved complaints may be forwarded by the stakeholder to the South Carolina Department of Education for review, Attention Linda Mirabel-Pace, McKinney-Vento State Coordinator, South Carolina Department of Education, 1429 Senate Street, Suite 1114-E, Columbia, SC 29201-3799, 803 734-3215 office, 803 734-3043 fax, Toll Free 1-888-565-7261, or by email at: [lpace@ed.sc.gov](mailto:lpace@ed.sc.gov).

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**Title I Project Year Timeline:**

**April/May/June**—Project planning for the upcoming program/school year.

**June**—Submission of Title I project plan to South Carolina Department of Education for approval.

**August/September:** Start of new school year; Annual Title I Parent Meeting.

**September**—Parent Engagement Policy and Compact sent home to parents.

**October/November**—Title I parent information meetings held.

**Ongoing throughout the school year:** Activities outlined in the Title I project.

**March/April**—Parent Engagement Participation/Satisfaction Surveys sent home.

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### **State Testing Timeline:**

South Carolina requires a number of standardized tests for elementary students. These include the KRA (Kindergarten Readiness Assessment) administered to 5K students during the first 45 days of the school year.

Second grade students take the Riverside Iowa Assessments and the Cognitive Ability Test (CogAt), usually in October to determine eligibility for the State Gifted and Talented program.

SCReady testing in ELA and Math for grades 3-6 is done online during the last 20 days of the school year. SCPASS Science testing in grades 4 and 6 is also done online during the last 20 days of the school year.

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### **Elementary and Secondary Education Act Accountability:**

The reauthorization of the Elementary and Secondary Education Act in December of 2015, known as the 'Every Student Succeeds Act', or ESSA, will bring about a change in the South Carolina state and federal school accountability system.

The new accountability system measures schools in two main areas: Academic Achievement and College and Career Readiness.

For 2020, RCES nor any other school in South Carolina received a rating due to COVID-19. Additional information on the School Report Cards can be found on the RCES website, and at <https://tinyurl.com/3mvpntb3>.

