



Miller Elementary School

Title 1 Parent and Family Engagement Handbook 2025-2026

Dr. Dana Brock, Principal
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Revision Date 8/5/25

A Parent's Guide to Title I

What is Title I?

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

Which Houston County schools are Title I schools?

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



What supports are provided through Title I?

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

What role does family engagement play in Title I?

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

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



Families,

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

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

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

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

Miller Elementary

The Connection

Family-School Engagement Plan and
Compact 2025-2026



Dr. Dana Brock, Principal
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Warner Robins, GA 31088
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Revision Date: 8/5/25

What is Title I?

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

The Connection

What is it?

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

How is it revised?

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

Who is it for?

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

Where is it available?

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

Let's Stay Connected

- HCSD App
- Infinite Campus
- Social Media (Facebook and Instagram)
- Progress Reports and Report Cards
- School Website
- School Messenger call-outs
- Emails
- Parent-Teacher Conferences
- Monthly newsletter

- Our school has an open-door policy.
- All teachers and staff are available through email. See the school webpage for contact information.
- Schedule conferences directly with your child's teacher or through the Main office at 478-929-7814.

Event	Focus	Date
Meeting and Greet	Welcoming	July 28 th , 2025
Open House	Curriculum	August 28 th , 2025
Annual Title I Meeting	Informational	August 28 th , 2025
Literacy Launchpad & Make it Take it Math	Literacy & Math	September 25 th , 2025
Taco Bout Testing & Technology	Testing & Technology	October 23 rd , 2025
Engagement Engineers	Parent Action Team	October 23 rd , 2025
ESOL Parent Info Blast Off	ESOL	November 6 th , 2025
Title I Parent Satisfaction Survey	SDM	January 2026
Voices for the Vision	SDM	March 19 th , 2026
GMAS Testing Night	Testing	March 19 th , 2026
Away to K – Kindergarten Readiness	Transition	March 26 th , 2026
Parent Teacher Conferences	Monitoring Progress	October - Ongoing

Miller Elementary wants to help all our families participate in our family engagement activities. If you need assistance with childcare or transportation in order to attend the events listed in this plan, contact our Family Engagement Liaison for more information and assistance.





Family Engagement Liaison

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

Office Phone: 478-929-7814 ext. 2457

Email: daniela.stockton@hcbe.net

Parent Resource Center

The Parent Resource Center is your source for pamphlets, brochures, and other resource materials to use at home with your child.

Located virtually on the school's website and in the Media Center.

Hours of operation: Monday – Friday
8am – 4pm

Our Pledge to our Parents and Families

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

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

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

Miller Elementary will:

Reading:

- Provide parents with the retelling tools and a bag of books
- Provide parents with a list of sight words to practice daily with the student

ELA:

- Provide parents with an ABC chart to practice daily with student
- Provide parents with a letter formation guide to practice writing letters correctly

Math:

- Provide parents with a number line and 100s chart

Family will:

Reading:

- Read a book and ask the student to retell
- Practice sight word list daily with student (given in units)

ELA:

- Help student practice phonics using the ABC chart
- Help student practice writing the alphabet correctly daily

Math:

- Help student practice identifying numbers and counting forward to 100 daily

Student will:

Reading:

- Take bag of books home daily, read with a parent daily and answer the retell questions about what you read
- Take list of sight words home and practice daily with a parent

ELA:

- Take home the ABC chart to practice phonics with parents daily
- Take home the letter formation sheet at home daily with parents

Math:

- Take home number line and 100s chart to practice at home with parent daily



2025-26 District Goals

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

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

2025-26 School Goals

Using Milestones scores from Spring 2025 as baseline, Miller Elementary will increase scores for Spring 2026 by 3% in Reading, ELA, & Math.

Focus Areas

Reading:

- Retelling
- Sight words

ELA:

- Phonics
- Letter formation

Math:

- Recognizing numbers 1-20 and counting orally 1 - 100

First Grade

2025-26 District Goals

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

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

2025-26 School Goals

Using Milestones scores from Spring 2025 as baseline, Miller Elementary will increase scores for Spring 2026 by 3% in Reading, ELA, & Math.

Focus Areas

Reading:

- Fluency
- Comprehension

ELA:

- Phonics

Math:

- Addition & Subtraction facts
- Writing/Counting to 120

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

Miller Elementary will:

Reading:

- Provide parents with leveled books to read at home with their student
- Provide parents with weekly homework and the sight word list to practice at home with their student

ELA:

- Provide parents with sight word booklets to practice daily with student

Math:

- Provide parents with addition and subtraction strategies to practice at home with student
- Provide parents with a 120 chart to practice counting & writing daily with student

Family will:

Reading:

- Read with their students for at least 20 minutes daily
- Review the weekly homework and sight word list daily with their student

ELA:

- Review sight word booklet with student daily

Math:

- Practice addition and subtractions strategies with student daily
- Practice writing to 120 with their students and review strategies daily

Student will:

Reading:

- Take home leveled books and read with parents for at least 20 minutes
- Take home weekly homework and sight word list and practice with parents

ELA:

- Take home sight word booklets to practice daily with parents

Math:

- Take home addition and subtraction strategies and practice with parents daily
- Take home 120 chart to practice counting and writing to 120 daily with parents

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

Miller Elementary will:

Reading:

- Provide parents with bag of leveled books to practice reading with their student
- Provide parents with comprehension questions to ask their student after reading

ELA:

- Provide parents with weekly homework sheet that review lessons taught in class and sentence structure

Math:

- Provide parents with weekly math worksheets to practice math skills

Family will:

Reading:

- Practice fluency with student for 10 minutes per night
- Ask student comprehension questions at the end of each book

ELA:

- Ensure that student completes weekly homework and check for accuracy to the best of their ability

Math:

- Ensure that student completes weekly math worksheets and check for accuracy to the best of their ability

Student will:

Reading:

- Take home leveled bag of books and practice reading 10 minutes per night with parents
- Review comprehension questions and answer with parent after reading a book

ELA:

- Take home weekly homework sheets and practice sentence structure with a parent daily

Math:

- Take home weekly math worksheet and practice skills with a parent daily



2025-26 District Goals

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

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

2025-26 School Goals

Using Milestones scores from Spring 2025 as baseline, Miller Elementary will increase scores for Spring 2026 by 3% in Reading, ELA, & Math.

Focus Areas

Reading:

- Fluency
- Comprehension

ELA:

- Sentence Structure

Math:

- Addition & Subtraction facts



2025-26 District Goals

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

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

2025-26 School Goals

Using Milestones scores from Spring 2025 as baseline, Miller Elementary will increase scores for Spring 2026 by 3% in Reading, ELA, & Math.

Focus Areas

Reading:

- Comprehension

ELA:

- Structure

Math:

- Building problem solving skills

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

Miller Elementary will:

Reading:

- Provide parents with comprehension questions to ask after reading

ELA:

- Provide parents with a sentence structure checklist to help students write in complete sentences

Math:

- Provide parents with math resources that will assist the students at home

Family will:

Reading:

- Ask students comprehension questions at the end of each book and listen for accuracy and consistency as students read aloud

ELA:

- Encourage your student(s) to write in their best hand writing and to communicate and write in complete sentences using proper sentence structure (capital letters, grammar, and punctuation)

Math:

- Review math resources with student(s) to help to build confidence and communicate math strategies

Student will:

Reading:

- Take home comprehension question and practice reading fluently and answering comprehensions with parent

ELA:

- Take home and review sentence structure checklist with parent and practice writing proper, complete sentences

Math:

- Take home and review math resources with parent and practice math strategies

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

Miller Elementary will:

Reading:

- Provide parents with reading passages that build comprehension skills to practice daily with the student

ELA:

- Provide parents with a writing checklist to help students complete a five-paragraph essay correctly
- Provide parents with constructed response examples to practice with student

Math:

- Provide parents with math strategies to review with students daily

Family will:

Reading:

- Review reading passage and corresponding comprehension questions daily with student

ELA:

- Review writing checklist to help student to structure five-paragraph essay correctly
- Review constructed response samples and practice creating one with the student weekly

Math:

- Review and use strategies to help students with math computation daily

Student will:

Reading:

- Take home reading passage and practice answering the comprehension questions daily with a parent

ELA:

- Take home writing checklist and use it to complete five-paragraph essays correctly with parent
- Take home weekly constructed response samples and practice creating one with a parent weekly

Math:

- Take home math strategies and review with parents to help understand mathematical concepts daily

4TH GRADE

2025-26 District Goals

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

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

2025-26 School Goals

Using Milestones scores from Spring 2025 as baseline, Miller Elementary will increase scores for Spring 2026 by 3% in Reading, ELA, & Math.

Focus Areas

Reading:

- Comprehension

ELA:

- Five paragraph essay
- Constructed Response

Math:

- Math problem solving skills

FIFTH GRADE

2025-26 District Goals

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

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

2025-26 School Goals

Using Milestones scores from Spring 2025 as baseline, Miller Elementary will increase scores for Spring 2026 by 3% in Reading, ELA, & Math.

Focus Areas

Reading:

- Comprehension

ELA:

- **Writing:** Elaboration and cite text evidence

Math:

- Numbers and operations
- Word problems

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

Miller Elementary will:

Reading:

- Provide parents with comprehension passages to practice daily with student

ELA:

- Provide parents with a writing checklist and constructed response samples to help students complete writing pieces correctly

Math:

- Provide parents with practice sites, worksheets and instructional videos to help students with mathematical computations

Family will:

Reading:

- Review reading passage and corresponding comprehension questions daily with student

ELA:

- Review writing checklist and constructed response sample help the student structure and practice writing the piece correctly

Math:

- Review practice sites, worksheets and instructional videos to help students with mathematical computations

Student will:

Reading:

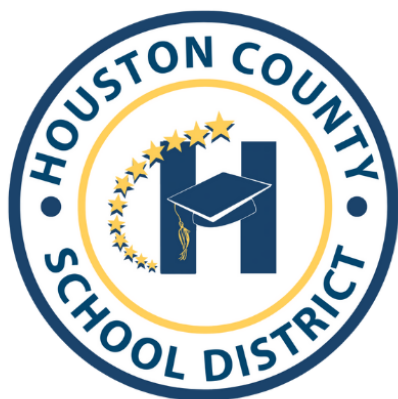
- Take home the reading passage and practice answering the comprehension questions daily with a parent

ELA:

- Take home writing checklist and constructed response samples to practice writing correctly with a parent

Math:

- Take home worksheets and review practice sites and instructional videos to practice mathematical computations with a parent daily



Superintendent of Schools

Dr. Richard Rogers

Board Members

Helen Hughes, Chair
Dr. Rick Unruh, Vice Chair
Dave Crockett
Mark Ivory

Clyde Jackson, Jr.
Lori Johnson
Jon Nichols

July 30th, 2025

Right to Know Professional Qualifications of Teachers and Paraprofessionals

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

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

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

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

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

Sincerely,
Dana Morris, Director of Federal Programs

Copyright Piracy Awareness Notification

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

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

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

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

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

Online Resources:

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

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

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

Title I Complaint Procedures

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

Step I

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

Step II

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

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

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

Step III

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

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

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

Positive Behavior Interventions and Support (PBIS) What is PBIS?

- The Positive Behavior Interventions and Support program is based upon the idea of recognizing positive contributions of students. Our goal is to help each child develop self-discipline. Home and school share the responsibility for developing good citizens. Parents, teachers, and students must work together to maintain a safe learning and positive learning environment. As part of PBIS, teachers, administrators, counselors and support staff will have responsibility to TEACH positive behavior expectations to students. PBIS means students will know exactly what is expected of them. Students who take responsibility will be recognized and rewarded in a variety of ways.

What is PBIS at Miller Elementary School?

- Miller Elementary School-Wide Expectations for students are:
BLASTing Off! Brilliant, Leaders, Accountable, Safe, Timely.
- These expectations, along with the appropriate positive behaviors, are displayed in different areas of the school as reminders for students. Students will receive on-going instruction from staff on our school-wide expectations in all areas of our school. The classroom, restroom, cafeteria, hallways, bus, computer lab, media center, playground and assemblies are all settings where students will be expected to demonstrate the BLAST expectations.
- Mission Statement
The mission of the Miller Elementary PBIS team is to foster and promote a safe and positive school environment that enhances student learning through teaching and recognizing positive behavior.
- Matrix

	Classroom 	Bus 	Hallway 	Restroom 	Cafeteria 	Playground 
Brilliant	Try your BEST! Set goals Meet or exceed goals	Listen and follow directions Keep your area clean	Walking feet Listen and follow directions	Wait patiently for your turn to use the restroom	Make healthy food choices Keep your area clean	Play in assigned area
Leaders	Be respectful to other in words and actions Stay focused Ask questions	Be respectful to other in words and actions Use quiet voices	Be respectful to other in words and actions Voice level 0	Be respectful to other in words and actions	Be respectful to other in words and actions Voice level 0 when music is on, voice level 1 when music is off	Problem solve with kind words Help keep the playground beautiful
Accountable	Be responsible for your words, actions, behavior, and work.	Be responsible for your words, actions and behavior	Be responsible for your words, actions, and behavior	Be responsible for your words, actions, and behavior	Be responsible for your words, actions, and behavior	Be responsible for your words, actions, and behavior
Safe	Hands, feet, and objects to oneself	Walking feet to the bus Hands, feet, and objects to oneself Back to seat, feet on floor	Hands, feet, and objects to oneself	Hands, feet, and objects to oneself Wash your hands appropriately	Hands, feet, and objects to oneself	Hands, feet, and objects to oneself Play responsibility
Timely	Arrive to school and class on time Start assignment and continue working Complete and turn in work on time	Quickly sit in your assigned seat	Two on blue Face forward Continue walking	Use the restroom and exit swiftly Wash hands and quickly get in line	Line: Ready to enter and exit cafeteria	Line up as soon as called and ready to enter the school

Title I Handbook Acknowledgement Form Miller Elementary School

Dear Families and Students,

For the 2025-2026 school year, our Title I Handbook will be available for your viewing on our school website at www.mes.hcbe.net under the **Family Engagement tab**.

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

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

Additionally, we ask that you sign and date acknowledging access and agreement to the School-Family Compact then return the form to your child's school.

Please choose one of the following options:

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

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

School-Parent Compact Signatures:

Parent/Guardian Signature: _____
Date: _____

Student Name (print): _____

Student Signature: _____

Date: _____ **Grade:** _____

School Representative/Teacher Signature: _____
Date: _____

To be completed by school personnel only

Hard copy of Title I Handbook given to _____
Student Name

Date _____ By: _____
School Personnel