



Title 1 Handbook

2021 - 2022

Dr. Anisa Baker-Busby
Principal

Ms. Jacqueline Hodges
Assistant Principal

Mrs. Kristen Brooks
Assistant Principal/Title IX Coordinator

Mrs. Melanie Grant
School Counselor/504 Coordinator

Mrs. Alicia Goodine Montford
Parent Engagement Coordinator



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
Lindsey Elementary	Westside Elementary	WIN Academy
Miller Elementary	Perry Middle	Northside Elementary
Morningside 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.



THE CONNECTION

*Family-School Engagement Plan and Compact
2021-2022*



*Dr. Anisa Baker-Busby, Principal
81 Tabor Drive
Warner Robins, GA 31093
www.hcbe.net*

Revision Date: 08/17/2021

What is Title I?

Lindsey 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 fully participate 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 fully participate 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

Lindsey Elementary believes that 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. Here are the ways to stay connected and informed.

- Progress Reports and Report Cards
- Infinite Campus
- School Website
- Social Media
- School Messenger call-outs
- Emails
- Parent-Teacher Conferences
- Flyers
- School Newsletter
- Marquee

Access to Staff

- Our school has an open door policy.
- All teachers and staff are available through email. See the school webpage for contact information.
- Conferences may be scheduled directly with your child's teacher or through the Main office at (478) 929-7818.



ACTIVITIES TO BUILD PARTNERSHIPS

Lindsey Elementary plans the following events to build the capacity for strong parent and family engagement and to support a partnership among school, parents, and the community to improve student academic achievement. Meetings and events are scheduled at various times and in different formats to accommodate the needs of our families. These events may be held in person or virtually.

Event	Focus	Date
Meeting and Greet	Welcoming	July 2021
Open House	Curriculum	August 2021
Annual Title I Meeting	Informational	August 2021
Talk About Technology	Technology	September 2021
Cultural Awareness Night	ESOL	September 2021
Read N Treat	Literacy	October 2021
Parent-Teacher Conferences	Monitoring Progress	October 2021
Math Madness	Math	November 2021
Parent Action Team	Parent Action Team	November 2021
GMAS Information Night	Testing/Assessment	January & March 2022
School-Wide Science P.A.C.T.	Science	January 2022
Title I Parent Satisfaction Survey	SDM	February 2022
iHeart Books	Literacy	February 2022
Voices for the Vision	SDM	March 2022
Daycare/Pre-K/Middle School	Transition	March 2022

Lindsey 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 Coordinator for more information and assistance.

Alicia Montford
(478) 988-6200 ext. 2053
alicia.montford@hcbe.net

Family Engagement Coordinator

Our FEC is **Alicia Montford**. She is available to assist families in a variety of ways from finding resources, connecting with teachers and administrators, navigating Infinite Campus and providing opportunities for you to learn how to help your student at home.

Office Phone # (478) 988-6200 ext. 2053
Email alicia.montford@hcbe.net

Parent Resource Center

Visit the Parent Resource Center to get pamphlets, brochures, and other resource materials to use at home with your child.

Room 508
Monday – Friday
8am-3pm

Volunteer opportunities



We welcome and encourage parent engagement. All volunteers are required to have a background check in order to participate in some areas.

There are several ways for parents to give of their time and talents. Opportunities such as chaperoning events, tutoring small groups of students and proctoring for tests are just a few.

Unfortunately, these opportunities are limited or not available this school year due to COVID-19 restrictions.

Our Pledge to our Parents and Families

Lindsey 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, Lindsey 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 or on social media.
- ✓ 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 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 better understand 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.

2021-2022 District Goals

Increase the value of the overall district College and Career Ready Performance Index (CCRPI) score by 3% by focusing on high quality standards-based instruction, literacy, and Multi-Tier Systems of Support.

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

2021-2022 School Goals

By May 2022, with consistently implementing PLC at Work processes, we will increase the percentage of students' performance proficiency in Reading, ELA, Math, and Science by 5% as measured by the Georgia Milestones Assessment(s), county benchmarks, and monthly I-Sip assessments.

Grade Level: K

Focus Areas

Kindergarten Focus Areas

- **Literacy**
 - Letter Recognition and Sounds
 - Retelling and Comprehension
 - Written Expression
- **Math**
 - Number Knowledge
 - Counting to 100
 - Fluency to 5 (Add & Subtract all numbers up to 5)

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

Lindsey Elementary will:

- Provide instructional strategies during virtual parent workshops to improve literacy, reading comprehension and math skills.
- Communicate student's progress and provide learning at home activities to include homework through use of weekly folders.
- Provide students with grade level appropriate **"bag of books"** to read with their parent each night for at least **20 minutes**.
- Provide parents with comprehension questions to ask their student after they read.
- Provide parents with sight words, math unit newsletters and 100's chart to practice nightly.
- Provide website to view at home

Lindsey Parents will:

- Attend virtual parent workshops to learn strategies to assist their child to improve literacy, reading and math skills.
- Review homework and other learning at home activities with their child and sign the weekly folders.
- **Listen and read** with their child from **"bag of books"** and **sign reading log**.
- Ask comprehension questions provided after the child has read.
- Review sight words and 100's chart with students nightly.
- View provided websites with my child.

Lindsey Students will:

- Attend virtual parent workshops with parents and use strategies and skills learned.
- Review weekly folders with parents return signed folder to school.
- **Read from "bag of books"** and document books read in their reading logs.
- Answer comprehension with parents based on what was read.
- Study sight words and 100's chart nightly with parents.
- View provided websites with my parents.



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2021-2022 School Goals

By May 2022, with consistently implementing PLC at Work processes, we will increase the percentage of students' performance proficiency in Reading, ELA, Math, and Science by 5% as measured by the Georgia Milestones Assessment(s), county benchmarks, and monthly I-Sip assessments.

Grade Level: 1

Focus Areas

First Grade Focus Area

- **Literacy**
 - Read Grade Level Text Fluently
 - Comprehension
 - Written Expression
- **Math**
 - Fluency to 10 (Addition & Subtraction)
 - Counting & Writing to 120

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

Lindsey Elementary will:

- Provide instructional strategies during virtual parent workshops to improve literacy, reading comprehension and math skills.
- Communicate student's progress and provide learning at home activities to include homework through use of Google Classroom.
- Provide students with grade level appropriate **"bag of books"** to read with their parent each night for at least **20 minutes**.
- Provide parents with comprehension questions to ask their student after they read.
- Provide parents with sight words and paper to practice written expression.
- Provide parents with math unit newsletters, 120's chart and number bonds sheet to practice counting nightly.
- Provide students with general, core and academic content vocabulary instruction.

Lindsey Parents will:

- Attend virtual parent workshops to learn strategies to assist their child to improve literacy, reading and math skills.
- Review homework and other learning at home activities with their child on Google Classroom.
- **Listen and read** with their child from **"bag of books"** and **sign reading log**.
- Ask comprehension questions provided after the child has read.
- Review sight words and 120's chart with students nightly.
- Use provided paper to assist their child to practice written expressions and writing numbers.
- Review and use provided vocabulary content with student at home.

Lindsey Students will:

- Attend virtual parent workshops with parents and use strategies and skills learned.
- Review homework and other learning at home activities on Google Classroom with parents.
- Read from **"bag of books"** and document books read in their reading logs.
- Answer comprehension questions with parents based on what was read.
- Study sight words and 120's chart nightly with parents.
- Practice written expressions and writing numbers nightly with parents.
- Practice the vocabulary given by teacher at home with parents.



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Increase the value of the overall district College and Career Ready Performance Index (CCRPI) score by 3% by focusing on high quality standards-based instruction, literacy, and Multi-Tier Systems of Support.

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

2021-2022 School Goals

By May 2022, with consistently implementing PLC at Work processes, we will increase the percentage of students' performance proficiency in Reading, ELA, Math, and Science by 5% as measured by the Georgia Milestones Assessment(s), county benchmarks, and monthly I-Sip assessments.

Grade Level: 2

Focus Areas

Second Grade Focus Areas

- **Literacy**
 - Word Attack
 - Comprehension
 - Retell – Beginning, Middle & End
 - Write a simple sentence with correct punctuation and capitalization.
- **Math**
 - Fluency to 20
 - Place Value within 1000
 - Addition and Subtraction within 100

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

Lindsey Elementary will:

- Provide instructional strategies during virtual parent workshops to improve literacy, reading comprehension and math skills.
- Provide login information and invites for teacher to communicate student's progress and provide learning at home activities to include homework through use of Google Classroom and Class Dojo.
- Provide students with grade level appropriate **"bag of books"** to read with their parent each night for at least **30 minutes**.
- Provide parents with comprehension questions to ask their student after they read.
- Provide parents with word attack strategies, math unit newsletters and place value chart to practice nightly.
- Provide parents with passages for reading responses with cues and prompts.

Lindsey Parents will:

- Attend virtual parent workshops to learn strategies to assist their child to improve literacy, reading and math skills.
- Use Google Classroom log in information provided by teacher and accept invites to Class Dojo to review homework and other learning at home activities with their child daily.
- **Listen to and read** with their child from **"bag of books"** and sign reading log.
- Ask comprehension questions provided after the child has read.
- Review word attack strategies and place value chart with students nightly.
- Use provided passages, cues and prompts to assist the child with reading responses.

Lindsey Students will:

- Attend virtual parent workshops with parents and use strategies and skills learned.
- Review Google Classroom and Class Dojo for homework and learning at home activities with parents daily.
- **Read from "bag of books"** and document books read in their reading logs.
- Answer comprehension questions with parents based on what was read.
- Study word attack strategies and place value chart nightly with parents.
- Read passages and practice using cues and prompts for reading responses with parents.



2021-2022 District Goals

Increase the value of the overall district College and Career Ready Performance Index (CCRPI) score by 3% by focusing on high quality standards-based instruction, literacy, and Multi-Tier Systems of Support.

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

2021-2022 School Goals

By May 2022, with consistently implementing PLC at Work processes, we will increase the percentage of students' performance proficiency in Reading, ELA, Math, and Science by 5% as measured by the Georgia Milestones Assessment(s), county benchmarks, and monthly I-Sip assessments.

Grade Level: 3

Focus Areas

Third Grade Focus Area

- **Literacy**
 - Fluency
 - Comprehension
 - Reading Responses with Cues and Prompts
 - Academic Vocabulary
- **Math**
 - Fluency with Multiplication & Division
 - Adding & Subtracting within 1000

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

Lindsey Elementary will:

- Provide instructional strategies during virtual parent workshops to improve literacy, reading comprehension and math skills.
- Provide login information and invites for teacher to communicate student's progress and provide learning at home activities to include homework through use of Google Classroom and Class Dojo.
- Provide students with grade level appropriate books "**bag of books**" to read with their parent each night for at least **30 minutes**.
- Provide parents with reading assessment rubric and comprehension questions to ask their student after they read.
- Provide parents with math unit newsletters, place value chart and multiplication facts to practice nightly.
- Provide parents with passages for reading responses with cues and prompts.
- Provide a description, explanation or example of vocabulary word using Morzano.

Lindsey Parents will:

- Attend virtual parent workshops to learn strategies to assist their child to improve literacy, reading and math skills.
- Use Google Classroom log in information provided by teacher and accept invites to Class Dojo to review homework and other learning at home activities with their child.
- **Listen to and read** with their child read from "**bag of books**" and sign reading log.
- Use reading assessment rubric and ask comprehension questions provided after the child has read.
- Review place value chart and multiplication facts with students nightly.
- Review passages for reading responses with cues and prompts with their child.
- Review and practice vocabulary given by teacher at home with their child.

Lindsey Students will:

- Attend virtual parent workshops with parents and use strategies and skills learned.
- Review Google Classroom and Class Dojo for homework and learning at home activities with parents daily.
- **Read from "bag of books"** and document books read in their reading logs.
- Answer comprehension with parents based on what was read.
- Study strategies in math unit newsletter, place value chart and multiplication facts with parents nightly.
- Read passages and practice using cues and prompts for reading responses with parents.
- Review and practice vocabulary given by teacher at home with their parent.

THIRD GRADE ROCKS

2021-2022 District Goals

Increase the value of the overall district College and Career Ready Performance Index (CCRPI) score by 3% by focusing on high quality standards-based instruction, literacy, and Multi-Tier Systems of Support.

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

2021-2022 School Goals

By May 2022, with consistently implementing PLC at Work processes, we will increase the percentage of students' performance proficiency in Reading, ELA, Math, and Science by 5% as measured by the Georgia Milestones Assessment(s), county benchmarks, and monthly I-Sip assessments.

Grade Level: 4

Focus Areas

Fourth Grade Focus Areas

• Literacy

- Fluency and Endurance – Reading 30 to 60 minutes each day
- Comprehension – Identify Main Idea (Nonfiction) and Plot (Fiction) with supporting details
- Vocabulary

• Math

- Fluency in Multiplication and Division
- Addition and Subtraction to a Million
- Fractions
- Vocabulary

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

Lindsey Elementary will:

- Provide instructional strategies during virtual parent workshops to improve literacy, reading comprehension and math skills.
- Provide login information and invites for teacher to communicate student's progress and provide learning at home activities to include homework through use of Google Classroom and Class Dojo.
- Provide each student with a **"bag of books"** to read from **30 minutes** nightly.
- Provide parents with comprehension questions to ask student after reading.
- Provide parents with math unit newsletters, multiplication and division facts sheet and fraction support.
- Provide students with cross curriculum vocabulary for focused supports

Lindsey Parents will:

- Attend virtual parent workshops to learn strategies to assist their child to improve literacy, reading and math skills.
- Use Google Classroom log in information provided by teacher and accept invites to Class Dojo to review homework and other learning at home activities with their child.
- **Listen and read** with their student for 30 minutes **from "bag of books"** nightly.
- Ask comprehension questions provided after the child has read.
- Review Reading and Math strategies provided in unit newsletter and review and use the multiplication and division facts.
- Review vocabulary with their child.

Lindsey Students will:

- Attend virtual parent workshops with parents and use strategies and skills learned.
- Review Google Classroom and Class Dojo for homework and learning at home activities with parents daily.
- **Read from "bag of books"** nightly.
- Answer comprehension with parents based on what was read.
- Study multiplication and division facts with parents nightly.
- Review vocabulary.



2021-2022 District Goals

Increase the value of the overall district College and Career Ready Performance Index (CCRPI) score by 3% by focusing on high quality standards-based instruction, literacy, and Multi-Tier Systems of Support.

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

2021-2022 School Goals

By May 2022, with consistently implementing PLC at Work processes, we will increase the percentage of students' performance proficiency in Reading, ELA, Math, and Science by 5% as measured by the Georgia Milestones Assessment(s), county benchmarks, and monthly I-Sip assessments.

Grade Level: 5

Focus Areas

Fifth Grade Focus Areas

- **Literacy**
 - Comprehension
 - Critical Thinking
 - Constructed Response
- **Math**
 - Fluency in Multiplication and Division
 - Addition and Subtraction Fractions
 - Explain and Solve Multi Step Problems

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

Lindsey Elementary will:

- Provide instructional strategies during virtual parent workshops to improve literacy, reading comprehension and math skills.
- Provide login information and invites for teacher to communicate student's progress and provide learning at home activities to include homework through use of Google Classroom and Class Dojo.
- Provide each student with a **"bag of books"** to read for **30 minutes** and a reading log to be signed nightly.
- Provide parents with comprehension questions to ask student after reading.
- Provide parents with math unit newsletters, multiplication and division facts sheet and fraction kit.
- Provide parents with reading passages that help promote and foster critical thinking skills and reading responses with cues and prompts.

Lindsey Parents will:

- Attend virtual parent workshops to learn strategies to assist their child to improve literacy, reading and math skills.
- Use Google Classroom log in information provided by teacher and accept invites to Class Dojo to review homework and other learning at home activities with their child.
- **Listen to and read** with their student for **30 minutes** from **"bag of books"** and sign the reading log nightly.
- Ask comprehension questions provided after the child has read.
- Review and use math strategies provided in unit newsletter.
- Review and use fraction kit, place value chart multiplication and division facts.

Lindsey Students will:

- Attend virtual parent workshops with parents and use strategies and skills learned.
- Review Google Classroom and Class Dojo for homework and learning at home activities with parents daily.
- **Read from "bag of books"** and document books read in their reading logs.
- Answer comprehension questions with parents based on what was read.
- Study strategies in math unit newsletter, multiplication and division facts sheet and fraction kit with parents nightly.
- Read passages and practice using cues and prompts for reading responses and critical thinking skills with parents.

5th Grade



SUPERINTENDENT OF SCHOOLS
DR. MARK SCOTT

BOARD MEMBERS
FRED WILSON, CHAIRMAN

DR. RICK UNRUH
DAVE CROCKET
BRYAN UPSHAW

HELEN HUGHES, VICE CHAIRMAN
LORI JOHNSON
HOKE MORROW

August 3, 2021

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:

<http://eduscapes.com/tap/topic24.htm>

<https://www.common sense media.org/videos/teaching-kids-about-copyright-piracy>

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

<http://www.ago.state.ms.us/wp-content/uploads/2013/08/Illegal-Downloads-What-a-Parent-Should-Know.pdf>

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 by-pass 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. Mark Scott
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.



PBIS



Positive Behavior Interventions and Support

Lindsey Elementary

"A First Class Flight to Success"

2021-2022

Student/**P**arent **H**andbook

Dr. Anisa Baker-Busby
Principal

Ms. Jacqueline Hodges
Assistant Principal for Instruction

Mrs. Kristen Brooks
Assistant Principal for Discipline

Mrs. Melanie Grant
School Counselor/504 Coordinator

Mrs. Alicia Goodine Montford
Parent Engagement Coordinator





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Aim for EXCELLENCE and be a JetSetter!

Dear Boys and Girls,

Welcome to Lindsey Elementary School! At Lindsey, you will aim for excellence and be a JetSetter through our positive behavior expectations. By using the Positive Behavior Interventions and Support approach, we will create a safe and more productive school. By following these expectations everywhere you go, everyone will - show their JetSetter pride.

This year we will learn, practice, and teach others safe, caring, respectful and responsible behavior for all school activities. Students who make good choices will be recognized throughout the year.

Take special care of this book and use it as a reminder of our expectations. This will help you to make better choices and show your JetSetter pride. Remember that if we all work together to aim for excellence, all students at Lindsey Elementary will see their Jet pride!

My Promise

The expectations in our student handbook have been explained to me and I have received my copy. As a good citizen of Lindsey Elementary School, I understand that I am responsible for being a JETSETTER!

Teacher _____ Grade _____

My Signature _____

Parent's Signature _____

School Vision

All staff members will empower students with behavior, social/emotional, & academic supports encouraging them to become productive citizens in all environments and situations throughout their lives.

School Mission:

To maintain a community where we have high expectations for achievement established by rewarding improvements in behavior, social/emotional learning, & academics.

What is PBIS?

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

PBIS at Lindsey

A term you will be hearing this year at Lindsey Elementary School is Positive Behavior Interventions & Support, or PBIS. PBIS is an approach in behavior management on a school wide level, in a specific setting such as the playground, halls, cafeteria, bathrooms, the classroom, or with an individual student. PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors. One of the keys is to focus on prevention. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their

behavior, both positive and corrective, 80-85% of students will meet these expectations. The 15-20% of the students not responding to universal interventions will receive additional support through group and individual interventions. Another key element is an analysis of discipline referral data. This team-based approach to data analysis allows Lindsey's PBIS Team to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to staff, students and parents.

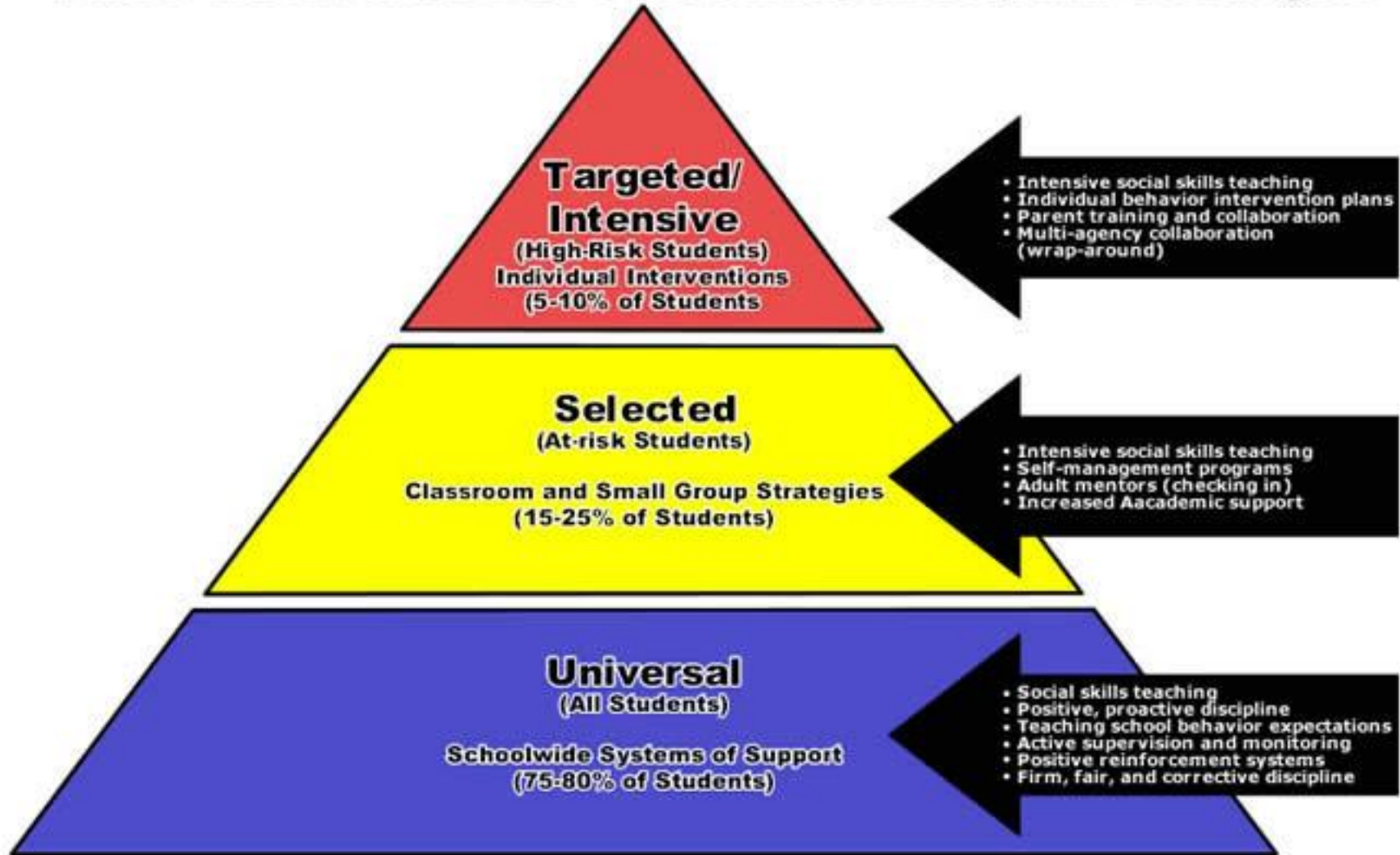
The goals of PBIS are consistent with those found in educational initiatives for the state of Georgia

The key components of an effective school-wide PBIS system involve:

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

The purpose of this "Student/Parent" manual is to briefly illustrate how these components will be utilized within Lindsey's PBIS system. The ultimate goal is to increase student academic performance, decrease problem behavior, increase safety, and establish positive school climates through research-based strategies and systems.

Three-Tiered Model of Schoolwide Discipline Strategies



Lindsey Elementary School

PBIS Intervention

And Support Plan

Decision Rules: Student has 4 ODRs same behavior; behavior contract is issued, or team discretion based on Tier 2 Data

BIP, Social Skill/ Behavior Lesson with Counselor, Second Step (30 minutes)

Tier 3

Decision Rules: Student has 2 ODRs (*not including bus*) for the same behavior or team discretion based on **PFIs** (Plan For Improvement)

Matrix for re-teaching of expectations, Individual behavior charts/ contracts, self-monitoring sheets, conferences with administrator, parent conferences, Second Step (20 minutes), behavior contract

Note: Four to six data points or significant changes in behavior to document interventions are needed before considering tier movement.

Tier 2

Core Interventions (For All Students)

Classroom Behavior Management System (Visual Reminder ie. Clips/ Strips; Class Dojo), Second Step Social Skills Instruction (10 minutes), Guidance Lessons, PBIS Expectation Lessons (Matrix), Jet Bucks Store, Think About It

Tier 1

Students are discussed in RTI meetings and with Problem-solving team. The decision to move students to a higher Tier of intervention is made within these teams.

PBIS is in the "Operational" Stage at Lindsey

Lindsey Elementary School is excited to announce the kick-off of our fourth year as a PBIS (Positive Behavior Intervention and Supports) school! PBIS focuses on creating and sustaining school-wide, classroom, and individual systems of support that improve the educational environment for all children. Our aim is to explicitly teach behavioral expectations and then recognize the positive behaviors shown by students.

Since our implementation of PBIS during the past three years, we have seen a reduction of school and classroom behavior disruptions. Additionally we have been able to educate all students about acceptable school behaviors. Our PBIS team and staff are preparing to kick-off our fourth year since the end of the school year.

With new training under our belts, we are excited about what is to come. Our PBIS implementation is focused on clearly defined expectations, research-validated practices, supportive administrative systems, and information for problem-solving behaviors.

All staff members at Lindsey Elementary School will continue to encourage regular, predictable, positive learning and teaching environments. Our staff members serve as positive role models to students as they teach expected school behaviors and replacement behaviors for undesired school behaviors. Our school will also utilize a system for recognizing and rewarding expected behaviors. By improving the school environment, we hope to increase learning time and promote academic and social success for every student.



Lindsey Elementary Jetsetter Expectations Matrix



The chart below describes the steps involved in identifying school-wide behavioral expectations and the voice levels that are appropriate for each throughout the building.



Lindsey Elementary Jetsetter Expectations Matrix



Location/ Expectation	Bathroom Voice Level 0	Bus Voice Level 1	Cafeteria Voice Level 1	Hallway Voice Level 0	Computer Lab Voice Level 1	Playground Voice Level 4
Be Safe	<p>Keep hands, feet, and objects to yourself</p> <p>Walk carefully in and out of the restroom</p> <p>I can tell an adult when I am worried or being bothered</p>	<p>Keep hands, feet, and objects to yourself</p> <p>Keep your feet /towards the floor, back to back, book bag on your lap, and face forward</p> <p>I can tell an adult when I am worried or being bothered</p>	<p>Keep hands, feet, and objects to yourself</p> <p>Use utensils and food appropriately</p> <p>I can tell an adult when I am worried or being bothered</p>	<p>Keep hands, feet, and objects to yourself</p> <p>Walk on the right side of the hallway (blue squares)</p> <p>I can tell an adult when I am worried or being bothered</p>	<p>Keep hands, feet, and objects to yourself</p> <p>Follow teacher directed use of internet and computer equipment</p> <p>I can tell an adult when I am worried or being bothered</p>	<p>Keep hands, feet, and objects to yourself</p> <p>Use equipment for its intended use</p> <p>I can tell an adult when I am worried or being bothered</p>
Be Caring	<p>Safe Distancing</p> <p>I can tell an adult when I am worried about a friend</p>	<p>Use kind and appropriate words</p> <p>Safe Distancing</p> <p>I can tell an adult when I am worried about a friend</p>	<p>Use kind and appropriate words</p> <p>Safe Distancing</p> <p>I can tell an adult when I am worried about a friend</p>	<p>Use kind and appropriate words</p> <p>Safe Distancing</p> <p>I can tell an adult when I am worried about a friend</p>	<p>Use kind and appropriate words</p> <p>Safe Distancing</p> <p>I can tell an adult when I am worried about a friend</p>	<p>Use kind and appropriate words</p> <p>Play fair and include others</p> <p>Safe Distancing</p> <p>I can tell an adult when I am worried about a friend</p>
Be Respectful	<p>Follow adult directions</p> <p>I can be considerate of other student's privacy</p>	<p>Follow adult directions</p> <p>Use appropriate language</p>	<p>Say, "Please and Thank you"</p> <p>Follow adult directions</p>	<p>Value displays, posters, and student work</p> <p>Use appropriate body spacing between others</p>	<p>Follow adult directions</p> <p>Use appropriate language</p>	<p>Follow adult directions</p> <p>Use appropriate language</p>
Be Responsible	<p>Use it, flush it, wash/dry hands, and out the door</p> <p>Dispose of items in the correct place</p> <p>I can check in with my feelings and use my strategies when I get upset</p>	<p>Enter/Exit the bus appropriately</p> <p>Take all personal belongings with you when exiting the bus</p> <p>I can check in with my feelings and use my strategies when I get upset</p>	<p>Get what you need the first time you go through the line</p> <p>Clean up your table area</p> <p>I can check in with my feelings and use my strategies when I get upset</p>	<p>Move quietly and efficiently</p> <p>Walk to destination, avoid unnecessary steps</p> <p>I can check in with my feelings and use my strategies when I get upset</p>	<p>Enter/exit appropriately</p> <p>Take all personal belongings with you when exiting the computer lab</p> <p>I can check in with my feelings and use my strategies when I get upset</p>	<p>Take all personal belongings with you</p> <p>Make sure playground area is clean and free of trash</p> <p>I can check in with my feelings and use my strategies when I get upset</p>
Teacher's Role	<p>Actively Supervise</p>	<p>Teach and practice routine monthly</p>	<p>Consistently teach and practice routine monthly</p>	<p>Actively supervise</p> <p>Consistently teach and practice routine</p>	<p>Actively supervise</p>	<p>Provide relationship building</p> <p>Model appropriate play</p> <p>Model conflict resolution</p>



Lindsey Elementary Student Recognition System



An integral part of our PBIS initiative is to recognize the positive behavior shown by our students. When they exemplify what is expected of them, they are rewarded with the appropriate personnel.

School-Wide Rewards:

1. **Nine Week Behavior Celebration:** At the end of each Nine Weeks, all students who followed school wide expectations earn required Class Dojo points and did not have ISS or OSS will participate in the **Jet Celebration**.
2. **VIP Celebration:** In December and May, students who have met the requirements for behavior celebrations no referrals or PFIs, Class Dojo (Min. 300) points, have not received any class time-out(s)/ "Think About It", and have been enrolled since the beginning of each semester (August/January) will be invited to attend a special **VIP Celebration** for demonstration of extraordinary school behavior.
3. **Jet Buck Store:** At certain intervals throughout the school year, students will use their earned Class Dojo points to purchase items at the store.
4. **Jet Student of the Month:** Each homeroom teacher will select a student who has followed all school wide expectations for the month. This student will receive a special reward for making the right choices.

EXPECTED BEHAVIOR CELEBRATION DATES

Below, please find the amount of DOJO Points that are required as well as the student NOT having any Multiple Time-Outs in another teacher's classroom, an office referral and/or PFI, and expectation concerns in the Classrooms, Cafeteria, Media Center, Hallways, Restrooms and any area of the school. **Point Calculation:** Dojo point calculations are based on the average student earning a minimum of 4 points per day (one for each expectation). We have high expectations for our Jetsetters, however there are days where they may need extra re-direction and re-teaching of the expectations which may cause a student not to earn all 4 points. Consideration was made for student error/ rough days when calculating celebration requirement total points. Students will use points earned to shop in the Jet Buck Store.



Lindsey Elementary School Good Behavior Celebration Schedule |



Nine Weeks	Days	Dates	Points Required	Celebration Date
1 st 9 Weeks	42	Aug. 3 - Oct. 5	150	October 7, 2021
2 nd 9 Weeks	38	Oct. 6 - Dec. 14	150	December 15, 2021
First Semester VIP	80	Aug. 4 - Dec. 14 Entire First Semester	300	December 16, 2021
Jet Buck Store 8-30-11:30	N/A	Aug. 4- Dec. 14 Entire First Semester		December 17, 2021
3 rd 9 Weeks	42	Jan. 4 - Mar. 7	150	March 11, 2022
4 th Nine Weeks	45	Mar. 10 - May 16	150	May 18, 2022
Second Semester VIP	87	Jan. 4 - May 16 Entire Second Semester	300	May 20, 2022
Jet Buck Store 8-30-11:30	N/A	December 15-May 20 Entire Second Semester		May 23, 2022

*Students should earn a **minimum** of 4 points daily to attend nine weeks celebrations and the VIP Behavior Celebration at the end of each semester. To preserve the value of Class Dojo points, students should earn points for exhibiting attributes of Lindsey Elementary Behavior Expectations.

Be Safe, Be Caring, Be Respectful, Be Responsible



School-Wide Discipline Plan

2021-2022



The faculty and staff are committed to making this a successful year for our students. Our primary goal is to provide quality instruction within a positive learning environment. To accomplish this, each student must learn to manage his/her behavior and to cooperate with others.

*****Please read and discuss this plan with your child and assist us in maintaining a positive learning environment.*****

The staff of Lindsey Elementary strives to recognize students who are cooperative and considerate of others. We encourage you to continually review the rules and procedures below with your child. Your support in helping us implement this program will ensure a safe learning environment for all our students.

Lindsey Elementary Behavioral Expectations:

1. Be Safe
2. Be Caring
3. Be Respectful
4. Be Responsible

Along with the Seven Habits of A "Jet Setter":

1. Be Proactive
2. Begin With the End In Mind
3. Put First Things First
4. Think Win-Win
5. Seek First To Understand Then To Be Understood
6. Synergize
7. Sharpen The Saw

The above behavioral expectations, along with "The Seven Habits of a Jet Setter" are taught to **ALL** Lindsey students just like core subjects (math, reading, etc.) are taught. Students who follow school wide expectations earn various school level rewards.

Each classroom will have a classroom management plan based upon the following school wide behavior plan guidelines:

- **A) Verbal and or Written Warning**
- **B) Parent Contact**
- **C) Loss of Privileges (in-class time out, partial/full loss of recess, silent lunch, etc.)**
- **D) Time Out (the student may be sent to another teacher's classroom, assigned after school detention by his/her teacher, and parent will be notified.**
- **E) Plan For Improvement (PFI) between teacher, student, and parent.**

***5th PFI in a grading period will result in an office referral.** The concept of "Plan For Improvement (PFI) is to Prompt, Redirect, Reteach and Provide a choice to motivate each student to meet behavioral expectations daily. However, teachers may issue a "PFI" if the student does not respond to pre-correction or re-directions. Parents, you are expected to review each "PFI" that is sent home, sign them and encourage your child(ren) to meet behavioral expectations **EVERYDAY** at school.

- **F) Office Referral**

"THINK ABOUT IT"

The school wide discipline plan includes a technique called "THINK ABOUT IT." The "THINK ABOUT IT" discipline technique involves reasonable rules, logical consequences, and maintains the dignity of students and teachers. "THINK ABOUT IT" is for minor misbehaviors and is designed to provide the students an opportunity to gain self-control, reflect on their behavior, and plan for future success. "THINK ABOUT IT" is a warning. **Students do not incur infractions for going to "THINK ABOUT IT."** However, students who refuse to go to "THINK ABOUT IT" will incur an infraction for insubordination.

The next two pages will provide a sample of the "Think About It" forms that are used here at Lindsey...

Sample "Think About It" Form...



Lindsey Elementary School

"A First Class Flight to Success"



Name _____

**Kindergarten
Recovery Time
Think Sheet**

I am feeling:



Angry



Happy



Guilty



Frightened



Sad



Embarrassed

I chose to:

I could have:

Did I apologize? Yes

No

Do I need to apologize? Yes

No

Student's Signature

Teacher's Signature

Parent/Guardian's Signature

Sample "Think About It" Form...



Think About It Form



Student Name: _____ Teacher: _____

Date: _____ Receiving Teacher: _____

I was sent to Think About It today because _____

When I return to class I plan to _____

Comments _____

(Teacher Signature)

(Parent Signature)

Possible Consequences Given by Teacher:

1. Time-Out: This may be in class or out of class. Students who refuse to go to time out will be referred to the office.
2. Contact parents
3. Silent lunch
4. Counselor referral
5. After school detention
6. Loss of recess time
7. Office referral
8. "Plan For Improvement" As mentioned in Lindsey's School-Wide Discipline Plan and the School-Wide Management Flowchart, the concept of "Plan For Improvement (PFI) is to Prompt, Redirect, Reteach and Provide a choice to motivate each student to meet behavioral expectations daily. However, teachers may issue a "PFI" if the student does not respond to pre-correction or re-directions. Parents, you are expected to review each "PFI" that is sent home, sign them and encourage your child(ren) to meet behavioral expectations EVERYDAY at school.

Note: Each classroom teacher has a behavior management plan that will incorporate a chosen consequence outlined in the school wide behavior plan guidelines.

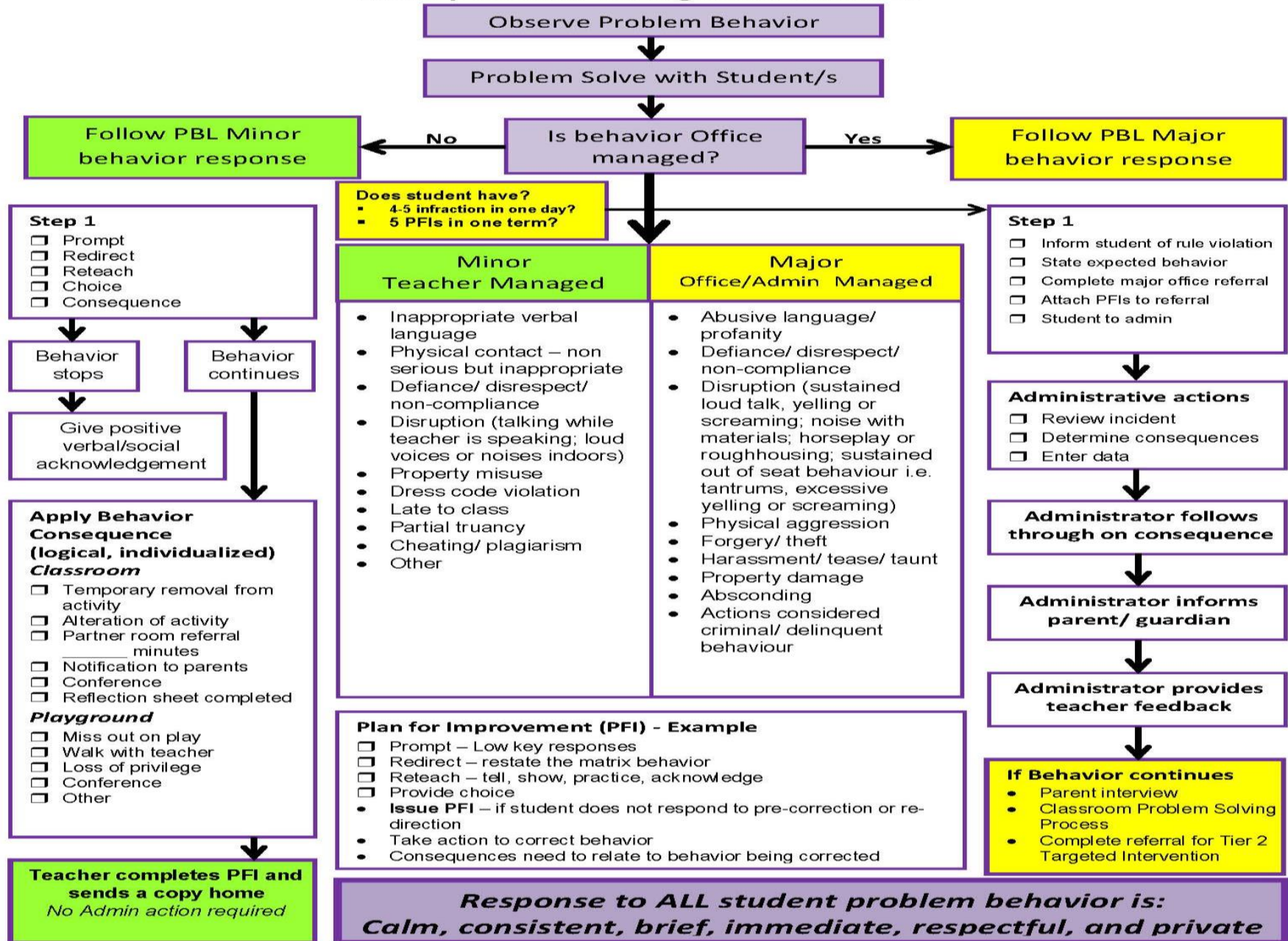
Possible School-Wide Consequences Given by Administrators:

1. Counsel student (School Counselor, Administrator, etc.)
2. Time out (in ISS, in another classroom, during lunch)
3. Contact parents
4. Assist student in developing a behavior plan/behavior checklist
5. In-School Suspension (ISS)
6. Out-of-School Suspension (OSS)
7. Referral to Alternative School

Example of Inappropriate School Behaviors:

1. Leaving assigned location without permission. [Example: Walking out of a classroom, cafeteria, office, etc. without permission.]
2. Fighting / Extreme physical aggressions (not keeping hands and body to yourself)
3. Aggressive behavior (pushing, hitting, kicking, etc.)
4. Defiance of authority by refusing to obey an adult.
5. Profanity/inappropriate language (written, verbal, gestures), name calling, teasing, or any other actions that may be characterized as bullying or harassment
6. Major inappropriate behavior (sexual talk, gestures, etc.)
7. Continuous and/or severe disruptive behavior in classrooms
8. Extreme disrespect to faculty and staff
9. Destroying school property or property of others
10. Inappropriate behavior in assemblies/programs
11. Unsafe behavior (running in hallway, inappropriate use of school property, etc.)
12. Houston County Board of Education policy violations (sexual harassment, weapons, drugs, bullying, etc.)

Lindsey Behavior Management Flowchart



The chart below explains Behavior Types, Definition and Examples of what may be considered, "Minor."

Definitions of Minor Behaviors

Behavior Types	Definition	Examples
Defiance	Student engages in brief or low-intensity failure to respond to adult requests.	Not following directions, not completing classwork, telling, "no," rolling eyes, ignoring requests, etc.
Disruption	Student engages in low-intensity, but inappropriate disruption.	Humming, tapping, blurting out, playing with items, talking, horseplay, etc.
Inappropriate Language	Student verbalizes or writes using language that is inappropriate for school.	Name calling, cursing, written or verbal insults, etc.
Physical Contact	Student engages in non-serious, but inappropriate physical contact.	Pushing, pulling, spitting, accidental hitting, horseplay, etc.
Property Misuse	Low intensity misuse of property.	Littering, erasable writing on property, breaking pencils, etc.
Technology Violation	Student engages in low-intensity misuse of any school technology.	Use of technology without staff permission, improper handling of equipment, not following staff directions when using technology, etc.
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property	Taking pencils, erasers, items of little value.

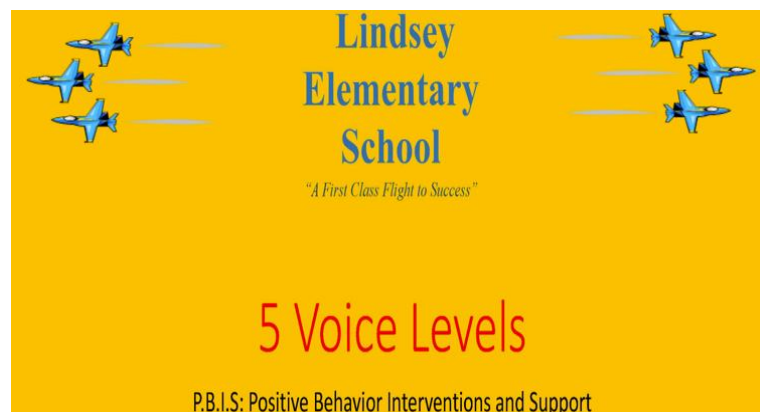
The chart below explains Behavior Types, Definition and Examples of what may be considered, "Major."






Definitions of Major Behaviors

Behavior Types	Definition	Examples
Abusive Language; Harassment; Teasing	Repeated verbalizing or writing using language that is inappropriate for school. Student engages in delivering disrespectful messages (verbally, writing, gesture) to another person that include threats and intimidation; obscene gestures, pictures, or written notes.	Repeated name calling, cursing, written or verbal insults. Negative comments based on race, religion, gender, age, and/or national origin; sustained or intense attacks based on ethnic origin, disability, or other personal matters.
Alcohol, Tobacco, Drugs	Student is in possession of, distributing, or using	
Disrespect, Defiance	Refusal to follow directions, talking back, or socially rude interactions.	Repeated minor behaviors, or behavior that sustain over a long period of time, or with greater intensity.
Disruption	Behavior causing an interruption in a class or activity. Disruption includes <i>sustained</i> loud talk, yelling or screaming noise with materials, horseplay or roughhousing, and/or <i>sustained</i> out-of-seat behavior.	Sustained behaviors such as: Humming, tapping, blurting out, playing with items, talking, etc. Yelling/screaming (verbal fighting), crying, tantrums, etc.
Fighting, Physical Aggression	<i>Intentional</i> actions involving serious physical contact where injury may occur.	Hitting, kicking, punching, scratching, hair pulling, biting, etc.
Leaving School Property	Student leaves the school building without permission, or stays out of class.	Student exits the building without permission, student refuses to re-enter the building after recess or an outdoor activity.
Theft	Student in possession of, having passed on, or being responsible for removing someone else's property.	Repeated minor behaviors, or taking items of significant value.
Weapons	Student is in possession of knives or guns (objects readily capable of causing bodily harm).	Student has a knife or gun; student uses an alternative object with the purpose of inflicting harm to others.
Vandalism, Property Damage	Student participates in an activity that results in the destruction or disfigurement of property.	Repeated minor behaviors, damage that can't be easily fixed or cleaned.

Voice Levels

At Lindsey, each teacher will also train students on "Voice Levels" throughout the building and for various events. You may practice the levels with your child(ren) so that they may be able to understand the appropriateness of each.



Voice Level 0	Voice Level 1	Voice Level 2	Voice Level 3	Voice Level 4
Voice Level 0  0 Silent- NOTALKING	Voice Level 1  1 Whisper	Voice Level 2  2 Conversation	Voice Level 3  3 Presentation	Voice Level 4  4 TURN UP!
Students are required to be <u>completely quiet</u> when instructed.	Students are permitted to speak at a whisper where only one person may hear them speak.	Students are permitted to hold a conversation with a classmates in which only a few people may hear them speak.	Students are asked to use a clear, professional voice as if they are presenting a project to their teachers and peers.	Students are permitted to use this level on the playground OR if they feel as if they are in Danger.

We need and want your support to make Positive Behavior Interventions and Supports a success at Lindsey Elementary School. Thanks, in advance, for your time and efforts!

- Lindsey's PBIS Team

A Jetsetter Always Practices the "BE" Attitudes!

Be Safe

Be Caring

Be Respectful

Be Responsible



Title I Handbook Acknowledgement Form

 Lindsey Elementary **School**

Dear Families and Students,

For the 2021-2022 school year, our Title I Handbook is available for your viewing on our school website at www.les.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:

School Representative Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Student Name (print): _____

Student Signature: _____

Date: _____ Grade: _____

To be completed by school personnel only

Hard copy of Title I Handbook given to _____

Student Name

Date _____ By: _____

School Personnel