

Morningside Elementary School



Title I Handbook

2025-2026

Dr. Kasandra King, Principal

Mrs. Yolanda Felder, Assistant Principal of Instruction

Mr. Jeffery Whitaker, Assistant Principal of Discipline

Mrs. Holly Torok, School Counselor

Mrs. LaWanda Mason, Family and Parent Engagement Liaison

Revision Date August 4, 2025

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

Morningside Elementary

THE CONNECTION

Family-School Engagement Plan and Compact 2025-2026



*Dr. Kasandra King, Principal
1206 Morningside Drive
Perry, GA 31069*

www.hcbe.net

Revision Date: August 4, 2025

What is Title I?

Morningside 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

Morningside School 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
- Emails
- Parent-Teacher Conferences
- HCSD-App
- Monthly School Newsletters
- Weekly Folder
- Student Agenda

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) 988-6261

MORNINGSIDE



ACTIVITIES TO BUILD PARTNERSHIPS

Morningside 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 28, 2025
Open House	Curriculum	August 22, 2025
Annual Title I Meeting	Informational	July 28, 2025
Parent and Student Reading Together	Curriculum-Literacy	August-May 2025-2026
Muffins with Mom Conversation with Principals/PBIS	Behavioral Expectations	October 16, 2025
Bingo for Books	Curriculum-Literacy	September 18, 2025
Parent-Teacher Conferences	Monitoring Progress	October 2025
Donuts with Dad Testing, Technology and More	Testing/Technology	November 6, 2025
Parent Action Team	SDM	December 6, 2025
100 th Day of School – Math Matters	Curriculum - Math	January 16, 2026
Title I Parent Satisfaction Survey	SDM	January 2026
Read with Someone You Love	Curriculum	February 13, 2026
Power Up for GMAS	Testing/Assessment	March 19, 2026
Voices for the Vision	SDM	March 2026
Pre-K and 5 th Transition	Transition	April 9, 2026

Morningside Elementary School's desire is 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.

LaWanda Mason
(478) 988-6200 ext. 2508
lawanda.mason@hcbe.net

Family Engagement Liaison

Our FEL is LaWanda Mason. 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.

lawanda.mason@hcbe.net

(478) 988-6200 ext. 2508

Parent Resource Center

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

When entering the school through the double glass doors, the first room on the left
Monday – Friday, 8:00-4:00

Volunteer opportunities



There are several ways for parents to give of their time and talents. Opportunities such as chaperoning field trips tutoring small groups of students, proctoring for tests, serving on PTO, School Council, Parent Action Team and Room Parent, pulling students to go over Math facts, ABC's, and Multiplication Facts.

Our Pledge to our Parents and Families

Morningside 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, Morningside pledges to support our students and their families as 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 Schoolwide 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.

2025-2026 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.

2025-2026 School Goals

Make adequate progress in GELDS to support children's individual rates of development, approaches to learning, and cultural context.

Utilize technology as developmentally appropriate.

Pre-K Grade Focus Areas

- Beginning Letter and Sound recognition
- Beginning Number Recognition
- Fluency of Math Facts Counting 1-20
- Social Skills and Independence

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

Morningside will

- Encourage parents to read two to four stories a week, supported by fiction and nonfiction books. **(Parent and Student Reading Together Reading Program)** Recommend to parent's books that relate to units of study. (Theme)
- Provide parents with number and letter games, puzzles and manipulatives.
- Teach parents fluency of Math Facts through songs, poetry and technology.
- Supply parents with resources to support Literacy and Mathematics.
- Encourage parents to support independence and social skills such as shoe tying, dressing/undressing, and table manners at home.

Family will

- Read at minimum of two to four stories a week using a variety of texts such as fiction and nonfiction books. Support their child by utilizing the Public Library, school library and technology to access recommended books.
- Introduce their students to letters and numbers through educational games, technology, puzzles, manipulatives and the environment around them.
- Sing Math songs to help their students remember Math Facts.
- Use resources at home to promote Literacy and Math.
- Allow their student to be independent by teaching them shoe tying, dressing/undressing, and table manners.

Student Will

- Participate in "Parents and Student Reading Together" and recording book read using my reading log.
- Play letter and number games to help improve recognition.
- Sing math songs to remember Math Facts.
- Practice my Math Facts and counting 1-20
- Practice tying their shoes, dressing/undressing and table manners.

2025-2026 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.

2025-2026 School Goals

- Progress to the demonstrating stage in both Reading and Math GKIDS 2.0 Assessment Performance Band.
- Utilize technology daily during classroom instruction and weekly in the computer lab.

Kindergarten Grade Focus Areas

- Number Recognition
- Fluency of Math Facts
- Counting 1 to 100
- Letter and Sound recognition

Morningside will

- Encourage parents to help their students with grade level appropriate passages, sight words and letter recognition. Parents will receive resources throughout the year to support these efforts.
- Provide parents with a Reading Log Sheet for parents and students to read and record their reading books together time.
- Provide parents a list of resources that includes websites, handouts, and reading game etc. to help teach lowercase, and uppercases letters and sight word recognition.
- Provide Math make and take activities through take home activities, and videos for Math Facts 1-10 adding and subtraction.

Family will

- Help their students with grade level appropriate passages, site words and letter recognition to be read and time for one minute for Fluency.
- Be provided with Reading Log Sheet for parents and students to read and record their reading books together time.
- Use a list of resources that includes websites, handouts, and reading game etc. to help teach lowercase, and uppercases letters and sight word recognition.
- Help their child with Math facts 1-10 adding and subtraction with the use of online platforms.

Student Will

- Utilize picture walk and will retell stories for recommended books. Listen and follow along while parents read to me.
- Participate in "Parent and Student Reading Together" and record book read using my reading log.
- Sing math songs to remember Math Facts.
- Practice my Math Facts and counting 1-100

2025-2026 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.

2025-2026 School Goals

- To increase Map and RTI Score by Spring to 182 in Reading
- To increase Map and RTI Score by Spring to 183 Math
- Utilize technology daily in the classroom during classroom instruction and weekly in the computer lab.

Grade Level: First Grade Focus Area

- Read for Fluency and Comprehension
- Math Fluency: Addition and Subtraction 1 to 20.

Morningside will

- Encourage parents to help their students with grade level appropriate passages, sight words and letter recognition. Parents will receive resources throughout the year to support these efforts.
- Provide parents with a Reading Log Sheet for parents and students to read and record their reading books together time.
- Provide parents a list of resources that includes websites, handouts, and reading game etc. to help teach lowercase, and uppercases letters and sight word recognition.
- Provide Math make and take activities through take home activities, Class Dojo, and videos for Math Facts 1-20 adding and subtraction.

Family will

- Help their students with grade level appropriate passages, site words and letter recognition to be read and time for one minute for Fluency.
- Be provided with Reading Log Sheet for parents and students to read and record their reading books together time.
- Use a list of resources that includes websites, handouts, and reading game etc. to help teach lowercase, and uppercases letters and sight word recognition.
- Help their child with Math facts 1-20 adding and subtraction with the use of online platforms.

Student will

- Read 20 minutes or more every night
- Participate in "Parent and Student Reading Together" and record book read using my reading log.
- Support my learning by completing handouts, tutorial, and learning games provided by their teacher.
- Practice my Math Facts 1-20 and counting 1-100

2025-2026 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.

2025-2026 School Goals

- To increase Map and RTI Score by Spring to 192 in Reading
- To increase Map and RTI Score by Spring to 193 in Math
- Utilize technology daily in the classroom during classroom instruction and weekly in the computer lab.

Grade Level: Second Grade Focus Areas

- Read with Fluency and Comprehension
- Math Fluency: Addition and Subtraction to 1- 20

Morningside will

- Encourage parents to help their students with grade level appropriate passages, sight words and letter recognition. Parents will receive resources throughout the year to support these efforts.
- Provide parents with a Reading Log Sheet for parents and students to read and record their reading books together time.
- Provide parents a list of resources that includes websites, handouts, and reading game etc. to help teach sight word recognition and decoding using two or more strategies.
- Provide Math make and take activities through take home activities, and videos for Math Facts 1-20 adding and subtraction.

Family will

- Help their students with grade level appropriate passages, site words and letter recognition to be read and time for one minute for Fluency.
- Be provided with Reading Log Sheet for parents and students to read and record their reading books together time.
- Use a list of resources that includes websites, handouts, and reading game etc. to help teach sight word recognition and decoding using two or more strategies.
- Help their child with Math facts 1-20 adding and subtraction with the use of online platforms.

Student will

- Read 20 minutes or more every night
- Participate in "Parent and Student Reading Together" and record book read using my reading log.
- Support my learning by completing handouts, tutorial, and learning games provided by their teacher.
- Practice my Math Facts 1-20 and counting 1-100

2025-2026 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.

2025-2026 School Goals

- To Show Map growth throughout the year by scoring between the 70th to 90th percentile for Reading
- To Show Map growth throughout the year by scoring between the 60th to 90th percentile for Math.
- Utilize technology daily in the classroom during classroom instruction.
- To increase the number of students performing at or above proficiency in reading and math by 2 percentage points more than the previous year.

Grade Level: Third Grade Focus Areas

- Reading Fluency and Comprehension
- Constructed Responses
- Math Fluency: Addition and Subtraction to 1-20: Beginning multiplication

Morningside will

- Support parents through various reading activities on how to help students by reading grade level appropriate passages and writing constructed response using evidence from the texts.
- Encourage parents to participate with their child in the AR 60-points Book Challenge by reading together and logging their books read.
- Encourage parents to read aloud nonfiction book to their students to incorporate Social Studies and Science.
- Provide parents with online resources to help students with Math and Reading such as MAP, iReady, Reading & Math apps all to support reading fluency, comprehension, Math Fluency 1-20, and multiplication facts.

Family will

- Listen to their child reading passages nightly and ask questions about their reading.
- Participate with their child AR-60 points Book Challenge by signing off on his/her reading log.
- Encourage their child to read nonfiction books to support Social Studies and Science.
- View websites, handouts and tutorials to support Math Fact 1-20 and Multiplication Facts.

Student will

- Read 20 minutes or more every night by reading their AR books.
- Completing reading assignments and tracking books on reading log to meet their AR 60-points.
- Support their learning by reading aloud Social Studies and Science books to their parents and listening to their parents read aloud to them.
- Use technology resources provided by their parents and the school to support Math Fluency Adding, Subtraction, Math Facts 1-20, and Multiplication Facts.

2025-2026 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.

2025-2026 School Goals

- To Show Map growth throughout the year by scoring between the 70th to 90th percentile for Reading
- To Show Map growth throughout the year by scoring between the 55th to 90th percentile for Math.
- Utilize technology daily in the classroom during classroom instruction.
- To increase the number of students performing at or above proficiency in reading and math by 2 percentage points more than the previous year.

Grade Level: Fourth Grade Focus Areas

- Reading Fluency and Comprehension
- Constructed Responses
- Math Fluency : Multiplication 1-12 and Division 1-20

Morningside will

- Support parents through various reading activities on how to help students by reading grade level appropriate passages and writing constructed response using evidence from the texts.
- Encourage parents to participate in the 80-point AR Book Challenge by reading with their child and completing the PSRT Reading Log Sheet.
- Provide parents with online resources to help students with Math and Reading such as MAP, iReady, Reading & Math apps all to support reading fluency, comprehension, Math Fluency, multiplication and division facts.

Family will

- Listen to their students read, ask questions about their reading and support them in writing a constructed response using evidence from the text.
- Participate with their child in the AR 80-points Books Challenge by reading together logging their books read.
- Participate in online resources to help their child with Math and Reading to include MAP, iReady, Reading and Math apps, and math fluency.

Student will

- Read 20 minutes or more every night by reading their AR books.
- Completing reading assignments and tracking books on reading log to meet their AR 80-points.
- Use technology resources provided by their parents and the school to support Math Fluency, multiplication and division.

2025-2026 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.

2025-2026 School Goals

- To Show Map growth throughout the year by scoring between the 70th to 95th percentile for Reading
- To Show Map growth throughout the year by scoring between the 65th to 95th percentile for Math.
- Utilize technology daily in the classroom during classroom instruction and weekly in the computer lab.
- To increase the number of students performing at or above proficiency in reading and math by 2 percentage points more than the previous year

Grade Level: Fifth Grade Focus Are

- Reading Fluency and Comprehension
- Constructed Responses
- Math Fluency : Multiplication 1-12 and Division 1-20

Morningside will

- Support parents through various reading activities on how to help students by reading grade level appropriate passages and writing constructed response using evidence from the texts.
- Encourage parents to participate with their child in the AR 100-points Books Challenge by reading together logging their books read.
- Provide parents with online resources to help students with Math and Reading such as MAP, iReady, Reading & Math apps all to support reading fluency, comprehension, Math Fluency, multiplication and division facts.

Family will

- Listen to their students read, ask questions about their reading and support them in writing a constructed response using evidence from the text.
- Participate with their child in the AR 100-points Books Challenge by reading together and logging their books read.
- Participate in online resources to help their child with Math and Reading to include MAP, iReady, Reading and Math apps, and math fluency.

Student will

- Read 20 minutes or more every night by reading their AR books.
- Completing reading assignments and tracking books on reading log to meet their AR 100-points.
- Use technology resources provided by their parents and the school to support Math Fluency, multiplication and division.



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 31, 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 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. 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.

PBIS

What is PBIS?

The Positive Behavior Interventions and Support program is based on the idea of recognizing positive behavior contributions of students. Parents, teachers, administrators, counselors, and support staff share the accountability of teaching positive behavioral expectations to students. Students who take responsibility of their behavior will be recognized and rewarded in a variety of ways.

Our Mission

Our mission is to work collaboratively with parents, students, teachers, administrators, support staff, and the community to develop positive and effective student behaviors as they become leaders.

At Morningside We Show PRIDE! We Are...

P- Prepared
R- Respectful
I- Intelligent
D- Dedicated
E- Engaged

These expectations are displayed in different areas of the school as reminders for students. Students will receive ongoing teaching from staff on our school-wide expectations in all areas of our school. Students will be expected to behave in a “**PRIDE**” manner in the classroom, restroom, cafeteria, hallways, playground, and bus.

Panther Pride at Morningside



	Hallway	Restroom	Cafeteria	Playground	Transportation
PREPARED	<p>Have everything you need before entering.</p>	<p>Take turns and wait patiently.</p>	<p>Get your utensils, napkins, and condiments before sitting.</p>	<p>Have your snack ready.</p>	<p>Have all items ready inside your bookbag.</p>
RESPECTFUL	<p>Keep hands, feet and objects to yourself.</p>	<p>Respect the privacy of others. Keep restroom clean.</p>	<p>Wait your turn.</p>	<p>Keep playground clean.</p>	<p>Use kind words and actions.</p>
INTELLIGENT	<p>Stand heel to toe.</p>	<p>One pump of soap and one paper towel.</p>	<p>Stay seated and raise your hand.</p>	<p>Stay in assigned area.</p>	<p>Stay in your seat facing forward.</p>
DEDICATED	<p>Voice level 0.</p>	<p>Voice level 0.</p>	<p>Voice level 0 or 1.</p>	<p>Voice level 3.</p>	<p>Voice level 1.</p>
ENGAGED	<p>Walk on the right side in a straight line.</p> <p>I can be considerate of other's learning.</p>	<p>Go, Flush, Wash, Leave</p> <p>I can be considerate of other's privacy.</p>	<p>Eat first, and then talk.</p> <p>I can be considerate of other's space.</p>	<p>Keep hands, feet, and objects to yourself.</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>I can tell an adult when I am worried or being bothered.</p>

Title I Handbook Acknowledgement Form

Morningside Elementary School

Dear Families and Students,

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

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