



Russell

ELEMENTARY SCHOOL

TITLE I HANDBOOK

William Wilson, Principal

07/30/2025

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

Russell Elementary School

THE CONNECTION

**Family-School Engagement Plan and Compact
2025 - 2026**



William Wilson, Principal
101 Patriot Way
Warner Robins GA 31088
www.res.hcbe.net

Revision Date: pending

What is Title I?

Russell 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

Russell 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
- Emails
- Parent-Teacher Conferences
- HCSD App
- Monthly Family Engagement Newsletters

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) 929-7830



ACTIVITIES TO BUILD PARTNERSHIPS

Russell 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
Meet and Greet	Welcoming	July 28, 2025
Open House	Curriculum	August 19 & 21, 2025
Annual Title I Meeting	Informational	August 13 & 15, 2025
ESOL Family Night	ESOL	September 23, 2025
Russell Tech Talk	Technology	September 23, 2025
Parent-Teacher Conferences	Monitoring Progress	October 13, 2025
Publix Math Night	Math	October 16, 2025
BINGO for Books	Literacy	November 18, 2025
Thanksgiving Lunch	Welcoming	November 2025
Parent Action Team	Shared Decision	December 4, 2025
Pancakes and Crafts with Santa	Welcoming	December 11, 2025
Christmas Lunch	Welcoming	December 2025
RES Science Night	Curriculum	January 22, 2026
RES Sweetheart Dance	Welcoming	February 05 & 06, 2026
Milestones/MAP Growth Workshop	Testing/Assessment	March 11 th , 2026
Title I Parent Satisfaction Survey	SDM	February 2026
Voices for the Vision	SDM	March 2026
Kindergarten Here We Come	Transition	May 2026
Transition Up	Transition	May 2026
Daycare Information Packets	Transition	May 2026

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

Lisa Beers
(478) 988-6200 ext. 3232
Lisa.beers@hcbe.net

Family Engagement Liaison

Our FEL is **Lisa Beers**. 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) 929-7830 Ext. 3232

Or

Email lisa.beers@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.

Front Office

Monday – Friday

7:45 – 3:30

And during Special School Events



We encourage our families and stakeholders to become active partners in our goal to provide our students with a superior learning environment. You can be a part of that goal by volunteering. Here are some of the ways you can become a valuable asset to the school:

- Classroom Parent
- Field Trip Chaperone
- Helping with Special Events

All volunteers must have a current background check on file. See Mrs. Beers for details.

Our Pledge to our Parents and Families

Russell 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, Russell 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.

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

- **Reading-**To increase the percentage of students in grades K-5 reading at or above grade level by 3% measured on AMIRA and Milestones in grades K-2 and by their Lexile level in grades 3-5.
- **English/Language Arts and Math –** Increase the percentage of students in grades 3-5 scoring proficient or distinguished on the ELA and Math Milestones (End of Grade) by 3%.

Grade Level: Kindergarten

Focus Areas

- **Reading-** Master 25 sight words
- **Math –** Fluently add and subtract within 5.

Russell Elementary

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

Russell Elementary will

- Provide families with Georgia Kindergarten standards and ideas on how to help their child achieve these goals.
- Send home flash cards and sight words individualized for your child to help improve skills.
- Encourage attendance in family learning workshop especially when these events relate to the kindergarten curriculum.
- Communicate with families through a variety of multi-media communications platforms. (HCSD App, School Website, Canvas Classroom etc.) Be available for Parent-Teachers conferences utilizing times and formats that are agreeable to all.
- Provide reading materials to meet the weekly reading goals.

Family will

- Work with my child on the kindergarten goals and activities provided to me through various formats.
- Practice individualized flash cards with my child.
- Attend family learning workshops especially as they relate to the kindergarten curriculum.
- Communicate with my child's teachers and school using a variety of platforms to stay informed and engaged in my child's progress at school. Make every effort to attend Parent- Teacher conferences to maintain two-way communication with my child's teacher and school.
- Read with my child EVERY NIGHT to meet and exceed weekly reading goals.

Student will

- Make sure my family receives the information on my kindergarten goals. Practice my kindergarten goals with my family.
- Practice my sight word flash cards daily!
- Encourage my family to attend family learning workshops with me!
- Encourage my family to stay up to date on my progress and informed about what is happening at my school through a variety of methods.
- Read with a member of my family EVERY DAY!

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

- **Reading**- To increase the percentage of students in grades K-5 reading at or above grade level by 3% measured on AMIRA and Milestones in grades K-2 and by their Lexile level in grades 3-5.
- **English/Language Arts and Math** – Increase the percentage of students in grades 3-5 scoring proficient or distinguished on the ELA and Math Milestones (End of Grade) by 3%.

Grade Level: First Grade

Focus Areas

- **Reading** - All students reading on or above grade level by End of Grade. (Level J)
- **Math** - Fluently adding and subtracting within 20 by End of Grade

Russell Elementary

First Grade Compact: Teachers, Families and Students -Together for Success

Russell Elementary will

- Provide word list and materials so families can practice words at home.
- Provide families with instructions and reading materials, on the students reading level (bag of books, reading logs), so families can read together and practice at home.
- Encourage families to attend Family Math and Literacy Events to gain info and insight on activities to practice at home.
- Help students master adding and subtracting numbers within 10 without manipulatives and count and write numbers to 20.

Family will

- Practice the provided word list with my Student each week.
- Use the provided reading materials to read with my student every day!
- Attend math and literacy family workshops especially when they pertain to my student's grade and performance levels. (Virtual and/or in – person as safety guidelines permit)
- Help my child learn to count and write numbers to 20 and fluently learn to add and subtract within 10 **without** manipulatives. (No buttons, pennies, etc.)

Student will

-
- Practice my word list with my family every week.
- Read with my family every day.
- Practice my math facts and use the ideas from the newsletters to practice and improve my math skills.
- Encourage my family to attend learning workshops with me so I can become a distinguished learner.
- Practice counting, writing, adding, and subtracting number all the way to 120 so I can master math!

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

- **Reading-** To increase the percentage of students in grades K-5 reading at or above grade level by 3% measured on AMIRA and Milestones in grades K-2 and by their Lexile level in grades 3-5.
- **English/Language Arts and Math** – Increase the percentage of students in grades 3-5 scoring proficient or distinguished on the ELA and Math Milestones (End of Grade) by 3%.

Grade Level: Second Grade

Focus Areas

- **Math** – Fluently add and subtract within 20 using mental strategies
- **Reading/ELA** – Read with sufficient accuracy and fluency to support comprehension

Russell Elementary

Second Grade Compact: Teachers, Families and Students -Together for Success

Russell Elementary will

- Provide families with the tools/materials (Word lists and/or flashcards) for practicing sight words at home.
- Encourage families to read with their child each day.
- Provide materials to make math flash cards at home with sums up to 10.
- Encourage families to attend math and literacy family workshops to learn and receive strategies in each academic area to use at home.
- Use the School website and the HCD app to keep families informed of student progress.

Family will

- Practice sight words with my child weekly using the materials and tools provided by the school.
- Read daily with my child.
- Make math flash cards with sums up to 10 and practice weekly.
- Attend family math and literacy workshops as they pertain to my child's grade level. (Virtual and/or in-person as safety guidelines permit) Use the strategies learned at these workshops to help my child succeed.
- Sign up for the HCD app to keep informed of my student's progress at school.

Student will

- Use my flashcards to practice sight words.
- Read for at least 20 every day.
- Use my flashcards to practice math facts.
- Attend the Math and literacy family workshops at school and use the strategies I learn there at home.
- Encourage my parents to use multi-media resources to stay up to date on my progress at school.

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

- **Reading-** To increase the percentage of students in grades K-5 reading at or above grade level by 3% measured on AMIRA and Milestones in grades K-2 and by their Lexile level in grades 3-5.
- **English/Language Arts and Math –** Increase the percentage of students in grades 3-5 scoring proficient or distinguished on the ELA and Math Milestones (End of Grade) by 3%.

Grade Level: Third Grade

Focus Areas

- **Math** - Multiplication Fluency
- **Reading/ELA-** Increasing vocabulary for reading comprehension

Russell Elementary

Third Grade Compact: Teachers, Families and Students –Together for Success

Russell Elementary will

- Provide homework that will coincide with Georgia Priority Standards for 3rd grade students. Give parents' instruction to access these resources.
- Provide families with classroom tips, strategies and activities that will enhance math learning at home.
- Provide Math and Reading Take home packets at various times throughout the school year to help prepare students for upcoming units of learning.
- Encourage families to attend family workshops together to learn skills and strategies to use at home.
- Provide devices for each student.

Family will

- Provide help with homework so my child can improve his/her skills and master the priority standards. Use resources provided.
- Read and use the classroom tips, strategies, and activities provided to enhance my child's math skills
- Work with my child to complete the Math and Reading Take Home packets to gain a clearer understanding of the academic standards
- Attend family workshops with my child to learn skills and strategies to use at home so my child can become a proficient learner.
- I will help my child remember to charge their school device nightly.

Student will

- Complete my homework on time and to the best of my ability. Ask for help when needed.
- Practice the activities and strategies at home with my family.
- Work WITH my parents to complete the math and reading take home packets to improve my academic growth.
- Attend family workshops with my parents to learn new skills to help me become a successful student.
- I will charge my device nightly and it to school daily.

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

- **Reading-** To increase the percentage of students in grades K-5 reading at or above grade level by 3% measured on AMIRA and Milestones in grades K-2 and by their Lexile level in grades 3-5.
- **English/Language Arts and Math –** Increase the percentage of students in grades 3-5 scoring proficient or distinguished on the ELA and Math Milestones (End of Grade) by 3%.

Grade Level: Fourth Grade

Focus Areas

- **Math** – Fluently add, subtract, multiply and divide math facts
- **Reading / ELA** – Reading fluency, comprehension, and writing skills

Russell Elementary

Fourth Grade Compact: Teachers, Families and Students – Together for Success

Russell Elementary will

- Provide reading comprehension strategies for students to use at home to improve their reading skills.
- Encourage students and families to attend family workshops to learn new strategies to use at home.
- Provide families with tips, strategies, and activities that will enhance math learning at home.
- Provide a list of on-line websites and/ or hard copy materials for practicing math facts.
- Stay connected to families through a variety of methods (multi-media resources, phone calls, conferences) to keep families informed and engaged of student progress.

Family will

- Help my child with reading comprehension, use the strategies provided by the school to help my child improve his/her reading skills.
- Attend family workshops with my child to learn strategies to help with learning at home.
- Read and use the classroom tips, strategies, and activities provided to enhance my child's math skills
- Use the online websites and/ or hard copy materials provided to me to help my child practice math facts and master math strategies.
- Stay connected and engaged with my child's teachers and the school.

Student will

- Use the reading strategies when at home to improve my reading skills
- Encourage my family to attend workshops with me to learn new ways to be a successful student.
- Practice the activities and strategies at home with my family.
- Encourage my family to stay connected and engaged with my teacher and my school so I may become a successful student.

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

- **Reading**- To increase the percentage of students in grades K-5 reading at or above grade level by 3% measured on AMIRA and Milestones in grades K-2 and by their Lexile level in grades 3-5.
- **English/Language Arts and Math** – Increase the percentage of students in grades 3-5 scoring proficient or distinguished on the ELA and Math Milestones (End of Grade) by 3%

Grade Level: Fifth Grade

Focus Areas

- **Math** – Solve and evaluate math expressions using algorithms, order of operations.
- **Reading/ELA** – Compare and contrast themes, main ideas, and key details of a text. Improve writing skills.

Russell Elementary

Fifth Grade Compact: Teachers, Families and Students –Together for Success

Russell Elementary will

- Provide instructions how to access digital resources such as Canvas classroom, video tutorials, etc. to use at home.
- Encourage families to attend family engagement opportunities to help learn new strategies for use at home.
- Maintain open communication and help families of 5th grade students stay informed and engaged through a variety of methods. Multi-media, phone calls, conferences, etc. Work in partnership with my student's families to ensure student success.

Family will

- Access the digital resources provided to my family as an additional resource when helping my child at home.
- Attend family engagement workshops with my child to learn skills and strategies to use at home.
- Maintain open communication with my child's teacher and the school so together we can keep my child on the path to success. Use the multi- media tools available to me through the school to stay apprised of what is happening at the school and in the classroom.

Students will

- Work with my parents while reviewing digital resources, so they can identify my strengths and work with me in areas I may need more help. Work with my parents and teachers to become a distinguished learner.
- Encourage my family to attend family engagement workshops with me to help me learn additional skills that will help me at home.
- Review the HCBOE Math Newsletter with my parents to better understand unit and content area expectations for my grade level.
- Make sure my family receives and reads school to home communications. Encourage my family to use multi-media communications to stay up to date on what is happening in my classroom and at our school.



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 30, 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.common sensemedia.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.



What is PBIS?

PBIS stands for Positive Behavior Interventions and Support.

It is based on recognizing the positive contributions of students. Our goal is to help each student develop self-discipline. Home and School share the responsibility for developing good citizens. Parents, teachers and students **MUST** work together to maintain a safe and positive learning environment. As part of PBIS teachers, administrators and support staff will share the responsibility to **TEACH** positive behavior expectations. PBIS means all students will know exactly what is expected of them. Students who take responsibility will be rewarded in a variety of ways.

- **What is PBIS at Russell Elementary School**

- Russell Elementary's School-Wide Expectations for students are:
 - Be Helpful, Be Engaged, Be Respectful, Be On Task (HERO)
 - These expectations, along with the appropriate positive behaviors, are displayed in different areas of the school as reminders for students. Students will receive on-going instruction from staff on our school-wide expectations in all areas of our school. The cafeteria, hallways, bus, playground, and classroom are all settings where students will be expected to act in a helpful, engaged, respectful, and on-task manner.

- **PBIS Mission Statement**

- Our mission is to establish and maintain an effective learning environment and positive school climate by implementing behavioral supports needed for all Russell Patriots to achieve social, emotional, and academic success.

RES BEHAVIOR MATRIX



	CAFETERIA	BUS	HALLWAY	PLAYGROUND	DIGITAL LEARN.
H BE HELPFUL	Keep your area clean. 	"Bottoms to bottoms, back to back" 	Walk on the right. 	Keep playground clean. 	Be Prepared. Mic. Off Be on time 
E BE ENGAGED	"Music on, voices off" / "Music off, voices soft" 	Keep calm and quiet. 	"Voices off, quickly walk" 	Play with everyone. Use equipment properly. 	Participate. Stay in your work space. 
R BE RESPECTFUL	Stay in your personal space. 	Use kind words. Keep your body to yourself. 	Keep your hands at your sides. 	Use kind words. Keep your body to yourself. 	Use kind words and the chat box. 
O BE ON-TASK	Eat your food. 	Get to your assigned seat. 	Get to your assigned area. 	Line up safely after the teacher's signal. 	Video on-Eyes on screen. Complete work on time. 
1 SOFT VOICE	1 SOFT VOICE	0 SILENT	3 OUTSIDE VOICE	0-3 VOLUME LEVEL	

Title I Handbook

Acknowledgement Form

Russell Elementary School

Dear Families and Students,

For the 2025 - 2026 school year, our Title I Handbook will be available for your viewing on www.res.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