

# Shirley Hills Elementary

2024-2025

## Title I Handbook



300 Mary Lane  
Warner Robins, GA 31088  
Phone (478) 929-7824  
Mrs. Kristen Brooks, Principal

## What is Title I?

Title I, Part A is a federally funded program under 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
Westside Elementary	Northside Elementary	
Miller Elementary	Russell Elementary	
Morningside 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

Shirley Hills Elementary

## The Connection

Family-School Engagement Plan and Compact  
2024-2025



Mrs. Kristen Brooks, Principal  
300 Mary Lane  
Warner Robins, GA 31088

[www.shes.hcbe.net](http://www.shes.hcbe.net)

Revision Date: August 7, 2024

## What is Title 1?

Shirley Hills Elementary is identified as a Title I school as a part of 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 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

Shirley Hills 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 callouts
- Emails
- Parent-Teacher Conferences
- Class Dojo
- SMORE Online Newsletter
- School Calendar

### Access to Staff

- Our school has an open-door policy.
- The best way to reach teachers is through Class Dojo.
- Conferences may be scheduled directly with your child's teacher or through the Main office at (478) 929-7824.



## Activities to Build Partnerships

Shirley Hills 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 29
Open House	Curriculum	August 28
Annual Title I Meeting	Informational	August 28
Grits with Grandparents	Welcoming	September 5- 3-5 Grades and Siblings September 6- PreK-2 Grades
Parent Learning Lunch	Curriculum, Technology and Testing	September 24
Family Literacy Night	Literacy	October 3
PTO Fall Festival	Welcoming	October 25
Family Math Night	Math	November 7
Parent Action Team	Shared Decision Making	November 14
Thanksgiving Family Lunch- Poole, Buttrom, Furby, Ussery, Descartes, K, 2, and 4 grades	Welcoming	November 21
PTO- Waffles with Santa	Welcoming	December 3
Holiday Family Lunch- Chiles, Wallace, Sheppard, 1, 3, and 5 grades	Welcoming	December 12
Family Science Night	Science	January 14
3-5 Grade GMAS Parent Night	Testing	February 11
Lunch for Little Hearts- Buttrom, Poole, Furby, Ussery, Descartes, K, 2, and 4 grades	Welcoming	February 13
Parent Learning Lunch	Testing and Technology, Curriculum	February 25
Shared Decision Making for Families	Shared Decision Making	March 3
March Munch Madness Family Lunch Chiles, Wallace, Sheppard, 1, 3, and 5 grades	Welcoming	March 13
Father Daughter Dance	Welcoming	March 22
Mother Son Dance	Welcoming	April 26
Awards Day	Welcoming	May 20

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

## Family Engagement Liaison

Our Family Engagement Liaison is Heather Bowen. 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 # 210-8075  
heather.bowen@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.

Location: Front Office Lobby  
Monday - Friday, 8:00am-4:00pm

## VOLUNTEERING

- We always need help with tutoring students, helping in the office, media center, and field trip chaperones.
- Please see Mrs. Bowen if you would like to volunteer.

## Our Pledge to our Parents and Families

**Shirley Hills Elementary** will take the following measures to promote and support parents as equal partners in their child's education. To reach our goal of the highest quality of student achievement, Shirley Hills 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 to respond to parents' request for additional support for engagement activities.

## 2024-2025 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.

## 2024-2025 School Goals

**Goal #1:** In order to strengthen student's reading performance at Shirley Hills Elementary, the school will be committed to keeping a focus on the three big ideas of a PLC: Creating a collaborative culture, becoming results oriented and sustaining a focus on learning as evidenced by the employment of the protocols we have in place to increase the percentage of students reading on and above grade level as measured by MAP Lexile and GMAS by 5% this year over the cohort's previous year's scores.

**Goal #2:** Professional Learning Goal Statement: In order to strengthen the multi-tiered systems of support at Shirley Hills Elementary, the teacher will improve and consistently implement with fidelity the RTI (academics: literacy and mathematics) and PBIS (behavior) structures and procedures daily as evidenced by the employment of researched based interventions and strategies during the 2024-2025 academic school year.

## Grade Level: Kindergarten

### Focus Areas

- **Number recognition from 0-100, fact fluency to 5, count forward and backward to 100**
- **Recognition of letters, letter sounds and sight words**
- **Know and apply grade level phonics and word analysis skills in decoding words**

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

### Shirley Hills Elementary will

- Provide Families with Math Units Newsletters to help with the understanding of number recognition from 0-100, fact fluency to 5 and counting forward and backward to 100.
- Provide Families with Literacy Workshops focusing on strategies used for letters, letter sounds, sight words, phonics and decoding of words.
- Provide Families with flashcards and a sight word list to help students learn their letters, letter sounds and sight words.
- Provide Families a leveled "Bag of Books" to help with fluency and comprehension.

### Shirley Hills Families will

- Use Math Units Newsletters to help my student with number recognition from 0-100, fact fluency to 5 and counting forward and backward to 100.
- Attend a Parent Literacy Workshop focusing on strategies used in the classroom for sight words, letters, letter sounds, word analysis skills in decoding words.
- Use the teacher provided flashcards and sight word list to help my student with recognition of letters, letter sounds, and sight words.
- Read with my child nightly from the "Bag of Books" to help with fluency and comprehension.

## "LEARNING IS REQUIRED"

### Shirley Hills Students will

- Use provided Math Units Newsletters to help with the understanding of number recognition 0-100, fact fluency to 5 and counting forward and backward to 100.
- Remind my parents about Parent Workshops and School-Wide Family Workshops.
- Use my flashcards and sight word list every night to review letters, letter sounds, and sight words.
- Read from my "Bag of Books" every night.

## 2024-2025 District Goals

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## 2024-2025 School Goals

**Goal #1:** In order to strengthen student's reading performance at Shirley Hills Elementary, the school will be committed to keeping a focus on the three big ideas of a PLC: Creating a collaborative culture, becoming results oriented and sustaining a focus on learning as evidenced by the employment of the protocols we have in place to increase the percentage of students reading on and above grade level as measured by MAP Lexile and GMAS by 5% this year over the cohort's previous year's scores.

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### Grade Level: First Focus Areas

- **Math Fact Fluency to 10, problem solving, counting forward or backwards to 120, and comparing numbers to 100**
- **Retelling of stories, identifying the main topic, retell key details of a text, describe characters, settings, and major events in a story using key details**
- **Know and apply grade level phonics skills when reading**

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

### Shirley Hills Elementary will

- Provide families with Math Newsletters to develop fluency of addition and subtraction within 10.
- Provide families with the resources to help with reading fluency and comprehension.
- Provide families with Literacy and Math workshops focusing on reading, writing and math strategies.

### Shirley Hills Elementary Families will

- Practice math fact fluency with their student using resources provided in the Math Newsletter to help develop fluency of addition and subtraction within 10.
- Have a comprehension conversation with your student about books they read using the prompts inside their homework folder.
- Attend Parent Workshops which will focus on reading, writing, and math strategies.

## “LEARNING IS REQUIRED”

### Shirley Hills Students will

- Practice math fact fluency within the number 10 using the Math Newsletters as a resource.
- Use my reading resources and have a conversation about what I just read, answering the questions located inside my homework folder.
- Bring home flyers announcing Parent Workshops.



## 2024-2025 District Goals

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## 2024-2025 School Goals

**Goal #1:** In order to strengthen student's reading performance at Shirley Hills Elementary, the school will be committed to keeping a focus on the three big ideas of a PLC: Creating a collaborative culture, becoming results oriented and sustaining a focus on learning as evidenced by the employment of the protocols we have in place to increase the percentage of students reading on and above grade level as measured by MAP Lexile and GMAS by 5% this year over the cohort's previous year's scores.

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## Grade Level: **Second** Focus Areas

- **Writing grammatically correct sentences using spelling/sight words**
- **Reading Comprehension and Fluency**
- **Fluency in adding and subtracting to 20, comparing numbers to 1000, counting forward and backward within 1000.**

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

### Shirley Hills Elementary will

- Provide Families with a list of spelling and sight words.
- Provide Families with comprehension questions to strengthen the understanding of what a student reads.
- Provide Families with resources to help practice addition and subtraction facts up to the number 20.

### Shirley Hills Families will

- Help my child construct grammatically correct sentences using the list of provided spelling/sight words.
- Use the teacher provided comprehension questions to help strengthen my student strengthen their understanding of what they read and sign off once this task is completed.
- Help my student use the strategies taught so they can practice addition and subtraction up to the number 20.

# “LEARNING IS REQUIRED”

### Shirley Hills Students will

- Construct grammatically correct sentences using spelling/sight words.
- Read weekly and answer comprehension questions.
- Practice addition and subtraction facts up to 20 using the teacher provided resources.

## 2024-2025 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.

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### Grade Level: Third Focus Areas

- **Math fluency with strategies within 100. Multiplication and division fluency and problem solving with 1,000.**
- **Reading Comprehension and Fluency- be able to determine the main idea, ask and answer questions.**
- **Writing skills utilizing correct punctuation, capitalization, and spelling.**

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

### Shirley Hills Elementary will

- Provide families with Math Unit Newsletters and online resources for math fluency and strategies for problem solving.
- Provide families with online resource resources to promote fluency and comprehension
- Provide families with learning opportunities an at home resources focusing on writing skills.

### Shirley Hills Families will

- Use Math Unit Newsletters and online resources to help students improve math fluency and problem solving.
- Utilize online resources to help the student improve reading fluency and comprehension.
- Attend parent learning opportunities and assist my student with writing skills learned.

# “LEARNING IS REQUIRED”

### Shirley Hills Students will

- Use teacher provided math strategies and online resources for fluency and problem solving.
- Read text, discuss reading prompts and answer comprehension questions.
- Share upcoming parent learning opportunities with my parent and use my learned writing skills.

## 2024-2025 District Goals

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## 2024-2025 School Goals

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## Grade Level: Fourth Focus Areas

- **Math Fluency with problem solving multi-digit whole numbers, place value of multi-digit whole numbers to 100,000, and fractions.**
- **Writing**
- **Reading and Stamina: Determine the main idea and supporting details, determine the theme and summarize text.**

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

### Shirley Hills Elementary will

- Provide families with Math Units Newsletters for math fluency and problem-solving strategies.
- Provide families with access to student writing notebooks and rubrics.
- Provide families with reading materials and resources to use at home to build fluency, reading comprehension and stamina.

### Shirley Hills Families will

- Use Math Units Newsletters and to help with math fluency and problem-solving strategies.
- Help my child become a stronger writer by viewing and discussing their writing pieces and rubrics.
- Help my child log on to EPIC or use their library books to read nightly to increase student reading fluency, comprehension, and stamina.

# “LEARNING IS REQUIRED”

### Shirley Hills Students will

- Use Math Units Newsletters to improve math fluency and problem-solving strategies.
- Revise and edit student writing using provided rubrics.
- Read Library Books at home nightly to increase my reading fluency,

## 2024-2025 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.
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## 2024-2025 School Goals

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## Grade Level: Fifth Focus Areas

- Fluency with multiplication and division of multi-digit whole numbers, multi-step problem solving fractions and decimals.
- Writing in all genres using introductions, conclusions, transitions, elaboration, and citing the text, determine two or more main ideas and key details, summarize text, and determine theme.

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

### Shirley Hills Elementary will

- Provide families with resources and strategies to help increase multiplication and division fluency.
- Provide families with Math Units Newsletters.
- Provide families workshops that focus on multiplication, writing in all genres, and reading.
- Provide families with resources to support daily reading to build stamina and reading comprehension.

### Shirley Hills Families will

- Help my student to access use taught strategies to build their fluency in multiplication and division.
- Use the Math Units Newsletters to support student understanding.
- Attend Parent workshops which focus on multiplication, writing in all genres, and reading.
- Use resources to support my student at home with reading stamina and reading comprehension.

## “LEARNING IS REQUIRED”

### Shirley Hills Students will

- Use learned strategies to help build my multiplication and division fluency.
- Use the Math Units Newsletters to build fluency and assist in multi-step problem solving.
- Remind my parents about Parent Workshops



July 31, 2024

## Right to Know Professional Qualifications of Teachers and Paraprofessionals

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

In compliance with the requirements of 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](mailto: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 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 others 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 sense media.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. 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 at Shirley Hills Elementary

## What is PBIS?

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

## Shirley Hills Elementary PBIS Mission Statement

Our mission is to provide a positive and fair environment where teachers can teach, and students can learn by encouraging behaviors that are responsible, respectful, and safe by all students.



## What is PBIS at Shirley Hills Elementary School?

*Shirley Hills School-Wide Expectations for students are:*

**BE SAFE**

**BE RESPONSIBLE**

**BE RESPECTFUL**

**BE CARING**

**BE MINDFUL**

These expectations, along with the appropriate positive behaviors, are displayed in different areas of the school as reminders for students. Students will receive on-going instruction from staff on our school-wide expectations in all areas of our school. The classroom, restroom, cafeteria, hallways, bus, computer lab, media center, playground and assemblies are all settings where students will be expected to act in a respectful, responsible and safe manner.





# Shirley Hills

## MUSTANGS

LOCATION → EXPECTATIONS	BATHROOM Voice Level 0	CAFETERIA Voice Level 0 or 1	HALLWAY Voice Level 0	PLAYGROUND Voice Level 4
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>Walking feet</li> <li>Wash hands</li> </ul> <p>I can tell an adult when I am worried or being bothered.</p>	<ul style="list-style-type: none"> <li>Walking everywhere</li> <li>Safe hands and feet</li> </ul> <p>I can tell an adult when I am worried or being bothered.</p>	<ul style="list-style-type: none"> <li>Walk in line on the right-hand side.</li> </ul> <p>I can tell an adult when I am worried or being bothered.</p>	<ul style="list-style-type: none"> <li>Use and play on the equipment properly.</li> </ul> <p>I can tell an adult when I am worried or being bothered.</p>
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>Follow the steps (Use it, Flush it, Wash &amp; Dry it, Exit)</li> </ul> <p>I can be considerate of other student's privacy.</p>	<ul style="list-style-type: none"> <li>Follow adult directions.</li> <li>Stay seated</li> </ul> <p>I can be considerate of other student's space</p>	<ul style="list-style-type: none"> <li>Stay in your personal space.</li> </ul> <p>I can be considerate of other student's learning.</p>	<ul style="list-style-type: none"> <li>Follow adult directions.</li> <li>Stay in my area</li> </ul> <p>I can be considerate of other student's feelings.</p>
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to myself.</li> </ul> <p>I can check in with my feelings and use strategies when I get upset.</p>	<ul style="list-style-type: none"> <li>Use my table manners.</li> <li>Keep my area clean</li> </ul> <p>I can check in with my feelings and use strategies when I get upset.</p>	<ul style="list-style-type: none"> <li>Move quietly</li> <li>Walk directly to my destination</li> </ul> <p>I can check in with my feelings and use strategies when I get upset.</p>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to myself.</li> <li>Play fairly</li> </ul> <p>I can check in with my feelings and use strategies when I get upset.</p>
<b>BE CARING</b>	<ul style="list-style-type: none"> <li>Safe Distancing</li> </ul> <p>I can tell an adult when I am worried about a friend.</p>	<ul style="list-style-type: none"> <li>Use kind and appropriate words</li> </ul> <p>I can tell an adult when I am worried about a friend.</p>	<ul style="list-style-type: none"> <li>Use kind and appropriate words</li> </ul> <p>I can tell an adult when I am worried about a friend.</p>	<ul style="list-style-type: none"> <li>Use kind and appropriate words</li> <li>Include others</li> </ul> <p>I can tell an adult when I am worried about a friend.</p>

**and BE Mindful**

TEACHER ROLE: Actively Supervise

Consistently teach and practice routine monthly

Actively Supervise  
Consistently teach and practice routine

Actively Supervise

# Title I Handbook Acknowledgement Form

## Shirley Hills Elementary School

Dear Families and Students,

For the 2024 - 2025 school year, our Title I Handbook is/will be available for your viewing on our school website at [www.shes.hcbe.net](http://www.shes.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 below:

\_\_\_\_\_ 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

**Please return to your child's teacher by August 30, 2024.**