



# Miller Elementary School

## Title I Parent & Family Engagement Handbook

### 2023-2024

Dr. Dana Brock, Principal  
Mrs. Katina Gibson, Assistant Principal for Instruction  
Ms. Jacqueline Hodges, Assistant Principal for Discipline, Rebekah Pine, Family Engagement Liaison

# A Parent's Guide to Title I

## What is Title I?

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

## Which Houston County schools are Title I schools?

CB Watson Primary	Northside High	Thomson Middle	Perry High
Centerville Elementary	Northside Middle	Tucker Elementary	
Eagle Springs Elementary	Parkwood Elementary	Warner Robins High	
Huntington Middle	Pearl Stephens Elementary	Warner Robins Middle	
Miller Elementary	Westside Elementary	Quail Run Elementary	
Morningside Elementary	Perry Middle	Northside Elementary	
David Perdue Primary	Russell Elementary	Shirley Hills Elementary	



## What supports are provided through Title I?

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

## What role does family engagement play in Title I?

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

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



## Families,

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

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

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

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

# Miller Elementary

## The Connection

Family-School Engagement Plan and  
Compact  
2023-24

Kindergarten

First Grade 2<sup>nd</sup> GRADE

3<sup>rd</sup> GRADE 4<sup>th</sup> GRADE

FIFTH GRADE

Dr. Dana Brock, Principal  
101 Pine Valley Drive  
Warner Robins, GA 31088

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

Revision Date: 09/13/23

### What is Title I?

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

## The Connection

### What is it?

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

### How is it revised?

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

### Who is it for?

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

### Where is it available?

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

## Activities to Build Partnerships

### Let's Stay Connected

Miller 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.

- Class Dojo
- Progress Reports and Report Cards
- School Website
- Social Media
- School Messenger call-outs
- Emails
- Parent-Teacher Conferences
- Monthly newsletter – *Parent Launchpad*

### 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.
- Schedule conferences directly with your child's teacher or through the Main office at 478-929-7814.

Miller 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. We schedule meetings and events at various times and in different formats to accommodate the needs of our families. Events are in person or virtually.

Event	Focus	Date
Meeting and Greet	Welcoming	July 31, 2023
Open House	Curriculum	August 31, 2023
Annual Title I Meeting	Informational	August 31, 2023
Parent-Teacher Conferences	Monitoring Progress	October 6, 2023
GMAS, G-Kids and MAP Growth Kickoff	Testing	October 5, 2023
ESOL Parent Info Blast Off	ESOL	November 16, 2023
Taco 'Bout Tuesday	Technology	December 14, 2023
Engagement Engineers	Parent Action Team	December 14, 2023
Grade Level Literacy Launchpad	Literacy	January 18, 2024
Title I Parent Satisfaction Survey	SDM	February 2024
Make It Take It" Math Curriculum Night	Curriculum	February 15, 2024
Voices for the Vision	SDM	March 2024
Miller Mission Engagement	SDM	April 2024
Kindergarten Readiness for Pre-K Parents	Transition	April 17, 2024

*\*Activities and dates are subject to change. Check Class Dojo and Miller's Facebook page often for updated information.*

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







## Family Engagement Liaison

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

**Office Phone: 478-929-7814 ext. 2457**

**Email: [rebekah.pine@hcbe.net](mailto:rebekah.pine@hcbe.net)**

## Parent Resource Center

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

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

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

## Our Pledge to our Parents and Families

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

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

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

### **Miller Elementary will:**

#### **Reading:**

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

#### **ELA:**

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

#### **Math:**

- Provide parents with a number line and 100s chart

### **Family will:**

#### **Reading:**

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

#### **ELA:**

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

#### **Math:**

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

### **Student will:**

#### **Reading:**

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

#### **ELA:**

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

#### **Math:**

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

# Kindergarten

## 2023-24 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.

## 2023-24 School Goals

Using Milestones scores from Spring 2023 as baseline, Miller Elementary will increase scores for Spring 2024 by 3% in Reading, ELA, & Math.

## Focus Areas

#### **Reading:**

- Retelling
- Sight words

#### **ELA:**

- Phonics
- Letter formation

#### **Math:**

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

# First Grade

## 2023-24 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.

## 2023-24 School Goals

Using Milestones scores from Spring 2023 as baseline, Miller Elementary will increase scores for Spring 2024 by 3% in Reading, ELA, & Math.

## Focus Areas

### Reading:

- Fluency
- Comprehension

### ELA:

- Phonics

### Math:

- Addition & Subtraction facts
- Writing/Counting to 120

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

### Miller Elementary will:

#### Reading:

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

#### ELA:

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

#### Math:

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

### Family will:

#### Reading:

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

#### ELA:

- Review sight word booklet with student daily

#### Math:

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

### Student will:

#### Reading:

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

#### ELA:

- Take home sight word booklets to practice daily with parents

#### Math:

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



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

### **Miller Elementary will:**

#### **Reading:**

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

#### **ELA:**

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

#### **Math:**

- Provide parents with weekly math worksheets to practice math skills

### **Family will:**

#### **Reading:**

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

#### **ELA:**

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

#### **Math:**

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

### **Student will:**

#### **Reading:**

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

#### **ELA:**

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

#### **Math:**

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



## **2023-24 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.

## **2023-24 School Goals**

Using Milestones scores from Spring 2023 as baseline, Miller Elementary will increase scores for Spring 2024 by 3% in Reading, ELA, & Math.

## **Focus Areas**

### **Reading:**

- Fluency
- Comprehension

### **ELA:**

- Sentence Structure

### **Math:**

- Addition & Subtraction facts



## 2023-24 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.

## 2023-24 School Goals

Using Milestones scores from Spring 2023 as baseline, Miller Elementary will increase scores for Spring 2024 by 3% in Reading, ELA, & Math.

## Focus Areas

### Reading:

- Comprehension

### ELA:

- Structure

### Math:

- Building problem solving skills

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

### **Miller Elementary will:**

#### **Reading:**

- Provide parents with comprehension questions to ask after reading

#### **ELA:**

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

#### **Math:**

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

### **Family will:**

#### **Reading:**

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

#### **ELA:**

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

#### **Math:**

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

### **Student will:**

#### **Reading:**

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

#### **ELA:**

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

#### **Math:**

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

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

### **Miller Elementary will:**

#### **Reading:**

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

#### **ELA:**

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

#### **Math:**

- Provide parents with math strategies to review with students daily

### **Family will:**

#### **Reading:**

- Review reading passage and corresponding comprehension questions daily with student

#### **ELA:**

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

#### **Math:**

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

### **Student will:**

#### **Reading:**

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

#### **ELA:**

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

#### **Math:**

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

# 4TH GRADE

## 2023-24 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.

## 2023-24 School Goals

Using Milestones scores from Spring 2023 as baseline, Miller Elementary will increase scores for Spring 2024 by 3% in Reading, ELA, & Math.

## Focus Areas

#### **Reading:**

- Comprehension

#### **ELA:**

- Five paragraph essay
- Constructed Response

#### **Math:**

- Math problem solving skills

# FIFTH GRADE

## 2023-24 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.

## 2023-24 School Goals

Using Milestones scores from Spring 2023 as baseline, Miller Elementary will increase scores for Spring 2024 by 3% in Reading, ELA, & Math.

## Focus Areas

### Reading:

- Comprehension

### ELA:

- Structure

### Math:

- Multiplication, Division & Fractions problem solving skills

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

### **Miller Elementary will:**

#### **Reading:**

- Provide parents with comprehension passages to practice daily with student

#### **ELA:**

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

#### **Math:**

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

### **Family will:**

#### **Reading:**

- Review reading passage and corresponding comprehension questions daily with student

#### **ELA:**

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

#### **Math:**

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

### **Student will:**

#### **Reading:**

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

#### **ELA:**

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

#### **Math:**

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



**SUPERINTENDENT OF SCHOOLS**  
DR. MARK SCOTT

**BOARD MEMBERS**  
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LORI JOHNSON  
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September 11, 2023

## **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](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 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.commonsemmedia.org/videos/teaching-kids-about-copyright-piracy>

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

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

## **Title I Complaint Procedures**

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

### **Step I**

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

### **Step II**

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

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

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

### **Step III**

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

Dr. 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.

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

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

### What is PBIS at Miller Elementary School?

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

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

# Title I Handbook Acknowledgement Form Miller Elementary School

Dear Families and Students,

For the 2023-2024 school year, our Title I Handbook will be available for your viewing on our school website at [www.mes.hcbe.net](http://www.mes.hcbe.net) under the **Family Engagement tab**.

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

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

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

## Please choose one of the following options:

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

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

## School-Parent Compact Signatures:

**Parent/Guardian Signature:** \_\_\_\_\_  
Date: \_\_\_\_\_

**Student Name (print):** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

**School Representative/Teacher Signature:** \_\_\_\_\_  
Date: \_\_\_\_\_

### To be completed by school personnel only

Hard copy of Title I Handbook given to \_\_\_\_\_  
Student Name

Date \_\_\_\_\_ By: \_\_\_\_\_  
School Personnel