Tucker Elementary School

# Title I Parent Handbook

# 2025-2026



Mrs. Eddie Williams

Principal

Jessica Watson

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Jeffery Whittaker

Assistant Principal of Discipline

Laura Ostrat

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Tucker Elementary School

1300 Tucker Rd.

Perry, Ga 31069

(478)988-6278

www.tes.hcbe.net

Revision Date: 08/05/2025

**A Parent’s Guide to Title I**

**What is Title I?**

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

**Which Houston County schools are Title I schools?**

CB Watson Primary Northside 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 Langston Road Primary

Miller Elementary Shirley Hills Elementary

Morningside Elementary Russell 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.

***Tucker Elementary***

**The Connection**

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

***2025-2026***



*Mrs. Eddie Williams, Principal*

*1300 Tucker Road*

*Perry, GA. 31069*

*www.hcbe.net*

***Revision Date: 08/05/2025***

**What is Title I?**

Tucker 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 Compactexplains 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**

Tucker 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
* Monthly Newsletters
* HCSD App

**Access to Staff**

* Our school has an open door policy.
* All teachers and staff are available through email. See the school webpage for contact information.
* Conferences may be scheduled directly with your child’s teacher or through the Main office at (478) 988-6278.

**

**Activities to Build partnerships**

Tucker 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, 2025 |
| Open House | Curriculum | August 26, 2025 |
| Annual Title I Meeting | Informational | August 26, 2025 |
| Grandparents Day | Welcoming | September 8, 2025 |
| Tech and Testing | Testing, Technology | September 23, 2025 |
| Family Math Night | Curriculum | October 2, 2025 |
| Parent-Teacher Conferences | Curriculum | October 13, 2025 |
| STEM Night | Curriculum | October 28, 2025 |
| Parent Action Team Meeting | Parent Action Team | November 3, 2025 |
| Pastries with Parents | Welcoming | November 10, 2025 |
| Opening Classroom | Curriculum | November 10, 2025 |
| Family Fun Night | Curriculum | December 16, 2025 |
| Bingo for Books | Curriculum | January 13, 2026 |
| Mother/Son Dance | Welcoming | February 13, 2026 |
| Father/Daughter Dance | Welcoming | February 13, 2026 |
| Title 1 Parent Satisfaction Survey | SDM | February 26, 2026 |
| Spring Read-Nic | Literacy | March 5, 2026 |
| Voices for the Vision | SDM | March 12, 2026 |
| Parent Milestone Night | Testing | March 16, 2026 |
| Tigers Talent Show | Welcoming | March 26, 2026 |
| Rotary Club | Community Collab | Spring 2026 |
| Daycare/Head start | Transition | September - May |
| Kindergarten Readiness | Transition | May 12, 2026 |
| Snack Sax | Community Collab. | Ongoing |
| Parent and Child Together Time (PACT) | Welcoming | TBD |
| Firefighter Read-In | Community Collab. | September - May |

**Tucker 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.

**Dalas Wright**

**(478) 988-6278 ext. 3387**

**dalas.wright@hcbe.net**

**Family Engagement Liaison**

Our FEL is **Dalas Wright**. 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.

(478) 988-6278 ext. 3387

dalas.wright@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.

Located in the front office

Monday – Friday

8:00 A.M. – 3:30 P.M.



* Fieldtrips
* Book fair
* PBIS Celebrations
* Media Center Assistants
* Teacher Material Prep
* PTO

**Our Pledge to our Parents and Families**

**Tucker 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, Tucker 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 schoolwide events through school messenger, social media, school website, newsletters and flyers.
* Work with parents to develop relevant trainings and helpful presentations to educate our staff on the importance of parent and family engagement and how to support student learning.
* Provide information for parents to better understand Georgia Standards of Excellence and assessments for all grade levels.
* Collaborate with stakeholders and community/business leaders to increase awareness of family and community engagement programs.
* Connect families to classes or support groups to help further enhance our parent’s various educational levels.
* Collect feedback from parents and family members after academic events in order to respond to parents’ request for additional support for engagement activities.

**Tucker Elementary will**

* Build a positive, proactive relationship by initiating contact the first months of school and sending home daily, weekly and monthly correspondence.
* Send home an academic report at least three times per year that includes past academic level and current academic level for reading, and math power level gaps.
* Provide an appropriate leveled bag of books or books from school library for each student for nightly reading.
* Offer academic workshops in school/virtually that foster family engagement on a variety of math and literacy topics as well as Kindergarten curriculum standards and focus areas.
* Provide a Kindergarten math newsletter for each nine weeks with current unit level strategies.
* Provide a family resource center.

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

**2025-2026 District Goals**

In order to improve student growth to 65% of students demonstrating or exceeding on GKIDS 2.0 phonics learning progression and 785% on or exceeding on GKIDS 2.0 counting cardinally learning progression, I will support each student’s learning by participating in a level 6 PLC and responding to data through prevention and intervention.

**2025-2026 School Goals**

In order to increase academic achievement, our PLC’s will collaborate and analyze data to guide instruction, interventions, and enrichment.

**Grade Level: K**

**Focus Areas**

* **Decoding & Encoding Words**
* **Retelling story details**
* **Counting to 100**
* **Composing and decomposing numbers**

**Tucker Families will**

* Review and respond to all teacher correspondence including academic reports and phone calls. Attend all teacher requested conferences.
* Discuss academic reports with student and review past and current academic levels.
* Ensure student is reading nightly from the bag of books/class library materials provided to advance your child’s reading level.
* Attend workshops and events offered in school/virtually and discuss strategies/information with student.
* Review monthly math newsletter and discuss strategies with students.
* Review available materials in the resource center and check out as needed.

**Tucker Tigers will**

* Deliver all school correspondence to parents in a timely fashion.
* Review progress report at home with parents.
* Read nightly from bag of books or classroom library materials each night and return the bag/materials each day.
* Remind parents about school workshop and family engagement dates.
* Review monthly math newsletter and discuss strategies with parents.
* Remind parents about family resource center materials.

**Tucker Families will**

* Review and respond to all teacher correspondence including academic reports and phone calls. Attend all teacher requested conferences.
* Discuss academic reports with student and review past and current academic levels. (If the student is performing below grade level then the parent/guardian will receive a progress report.)
* Ensure student is reading nightly from the bag of books/class library materials provided to advance your child’s reading level.
* Attend workshops and events offered in school/virtually and discuss strategies/information with student.
* Review monthly math newsletter and discuss strategies with students.
* Review available materials in the resource center and check out as needed.

**Tucker Elementary will**

* Build a positive, proactive relationship by initiating contact the first months of school and sending home daily, weekly and monthly correspondence.
* Send home an academic report at least three times per year that includes past academic level and current academic level for reading, and math power level gaps.
* Provide an appropriate leveled bag of books or books from school library for each student for nightly reading.
* Offer academic workshops in school/virtually that foster family engagement on a variety of math and literacy topics as well as first grade curriculum standards and focus areas.
* Provide first grade math newsletter for each nine weeks with current unit level strategies.
* Provide a family resource center.

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

**2025-2026 District Goals**

In order to achieve 89% growth in reading MAP and 92% growth in math MAP, I will consistently challenge and support each student’s learning by developing rigorous and engaging small group lessons and assessments with varying levels of DOK questions to increase rigor. I will work with my PLC to collaborate, analyze data, and use relevant data to guide our interventions and enrichments during small group instruction

**2025-2026 School Goals**

In order to increase academic achievement, our PLC’s will collaborate and analyze data to guide instruction, interventions, and enrichment.

**Grade Level: 1st**

**Focus Areas**

* **Decoding/Encoding**
* **Reading Comprehension**
* **Fluency to 10**
* **Reading/Writing/**
* **Counting to 120**

**Tucker Tigers will**

* Deliver all school correspondence to parents in a timely fashion.
* Review progress report at home with parents.
* Read nightly from bag of books or classroom library materials each night and return the bag/materials each day.
* Remind parents about school workshop and family engagement dates.
* Review monthly math newsletter and discuss strategies with parents.
* Remind parents about family resource center materials.

**Tucker Families will**

* Review and respond to all teacher correspondence including academic reports and phone calls. Attend all teacher requested conferences.
* Discuss academic reports with student and review past and current academic levels.
* Ensure student is reading nightly from the bag of books/class library materials provided to advance your child’s reading level.
* Attend workshops and events offered in school/virtually and discuss strategies/information with student.
* Review monthly math newsletter and discuss strategies with students.
* Review available materials in the resource center and check out as needed.

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

**2025-2026 District Goals**

In order to improve student growth to 63th percentile for reading MAP achievement and 55th percentile for math MAP achievement we will consistently respond to data through timely intervention and enrichment for all students.

**2025-2026 School Goals**

In order to increase academic achievement, our PLC’s will collaborate and analyze data to guide instruction, interventions, and enrichment.

**Grade Level: 2nd**

**Focus Areas**

* **Reading fluency**
* **Reading comprehension**
* **Math fact fluency within 20**

**Tucker Elementary will**

* Build a positive, proactive relationship by initiating contact the first months of school and sending home daily, weekly and monthly correspondence.
* Send home an academic report at least three times per year that includes past academic level and current academic level for reading, and math power level gaps.
* Provide an appropriate leveled bag of books or books from school library for each student for nightly reading.
* Offer academic workshops in school/virtually that foster family engagement on a variety of math and literacy topics as well as second grade curriculum standards and focus areas.
* Provide second grade math newsletter for each nine weeks with current unit level strategies.
* Provide a family resource center.

**Tucker Tigers will**

* Deliver all school correspondence to parents in a timely fashion.
* Review progress report at home with parents.
* Read nightly from bag of books or classroom library materials each night and return the bag/materials each day.
* Remind parents about school workshop and family engagement dates.
* Review monthly math newsletter and discuss strategies with parents.
* Remind parents about family resource center materials.

**Tucker Families will**

* Review and respond to all teacher correspondence including academic reports and phone calls. Attend all teacher requested conferences.
* Discuss academic reports with student and review past and current academic levels.
* Ensure student is reading nightly from the bag of books/class library materials provided to advance your child’s reading level.
* Attend workshops and events offered in school/virtually and discuss strategies/information with student.
* Review monthly math newsletter and discuss strategies with students.
* Review available materials in the resource center and check out as needed.

**Tucker Elementary will**

* Build a positive, proactive relationship by initiating contact the first months of school and sending home daily, weekly and monthly correspondence.
* Send home an academic report at least three times per year that includes past academic level and current academic level for reading, and math power level gaps.
* Provide an appropriate leveled bag of books or books from school library for each student for nightly reading.
* Offer academic workshops in school/virtually that foster family engagement on a variety of math and literacy topics as well as third grade curriculum standards and focus areas.
* Provide a third grade math newsletter for each nine weeks with current unit level strategies.
* Provide a family resource center.

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

**2025-2026 District Goals**

In order to improve student growth to 65% reading on grade level in reading and 65% for math achievement, I will consistently follow the HCSD unit planning guide during PLT’s and respond to data through prevention, intervention, and enrichment for all students.

**2025-2026 School Goals**

In order to increase academic achievement, our PLC’s will collaborate and analyze data to guide instruction, interventions, and enrichment.

**Grade Level: 3rd**

**Focus Areas**

* **Reading fluency**
* **Reading comprehension**
* **Multiplication fluency 1-12**
* **Addition and subtraction fluency**

**Tucker Tigers will**

* Deliver all school correspondence to parents in a timely fashion.
* Review progress report at home with parents.
* Read nightly from bag of books or classroom library materials each night and return the bag/materials each day.
* Remind parents about school workshop and family engagement dates.
* Review monthly math newsletter and discuss strategies with parents.
* Remind parents about family resource center materials. Bring and take materials to and from home/school as needed.

**Tucker Elementary will**

* Build a positive, proactive relationship by initiating contact the first months of school and sending home daily, weekly and monthly correspondence.
* Send home an academic report at least three times per year that includes past academic level and current academic level for reading, and math power level gaps.
* Provide an appropriate leveled bag of books or books from school library for each student for nightly reading.
* Offer academic workshops in school/virtually that foster family engagement on a variety of math and literacy topics as well as forth grade curriculum standards and focus areas.
* Provide a fourth grade math newsletter for each nine weeks with current unit level strategies.
* Provide a family resource center.

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

**2025-2026 District Goals**

By May 2026, our PLC will improve grade level reading performance by incorporating Reading Benchmark materials and resources. During our weekly meeting, we will

collaboratively develop clear learning progressions, analyze data to guide success criteria while utilizing common assessments, interventions, technology, and enrichment activities to support learning journeys.

**2025-2026 School Goals**

In order to increase academic achievement, our PLC’s will collaborate and analyze data to guide instruction, interventions, and enrichment.

**Grade Level: 4th**

**Focus Areas**

* **Reading fluency**
* **Reading comprehension**
* **Multiplication fluency for four digits by one and two digit numbers**

**Tucker Tigers will**

* Deliver all school correspondence to parents in a timely fashion.
* Review progress report at home with parents.
* Read nightly from bag of books or classroom library materials each night and return the bag/materials each day.
* Remind parents about school workshop and family engagement dates.
* Review monthly math newsletter and discuss strategies with parents.
* Remind parents about family resource center materials. Bring and take materials to and from home/school as needed.

**Tucker Families will**

* Review and respond to all teacher correspondence including academic reports and phone calls. Attend all teacher requested conferences.
* Discuss academic reports with student and review past and current academic levels.
* Ensure student is reading nightly from the bag of books/class library materials provided to advance your child’s reading level.
* Attend workshops and events offered in school/virtually and discuss strategies/information with student.
* Review monthly math newsletter and discuss strategies with students.
* Review available materials in the resource center and check out as needed.

**Tucker Elementary will**

* Build a positive, proactive relationship by initiating contact the first months of school and sending home daily, weekly and monthly correspondence.
* Send home an academic report at least three times per year that includes past academic level and current academic level for reading, and math power level gaps.
* Provide books from the classroom and school library for each student for nightly reading.
* Offer academic workshops in school/virtually that foster family engagement on a variety of math and literacy topics as well as fifth grade curriculum standards and focus areas.
* Provide a fifth grade math newsletter for each nine weeks with current unit level strategies.
* Provide a family resource center.

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

**Tucker Tigers will**

* Deliver all school correspondence to parents in a timely fashion.
* Review progress report at home with parents.
* Read nightly from bag of books or classroom library materials each night and return the bag/materials each day.
* Remind parents about school workshop and family engagement dates.
* Review monthly math newsletter and discuss strategies with parents.
* Remind parents about family resource center materials. Bring and take materials to and from home/school as needed.

**Tucker Families will**

* Review and respond to all teacher correspondence including academic reports and phone calls. Attend all teacher requested conferences.
* Discuss academic reports with student and review past and current academic levels.
* Ensure student is reading nightly from the bag of books/class library materials provided to advance your child’s reading level.
* Attend workshops and events offered in school/virtually and discuss strategies/information with student.
* Review monthly math newsletter and discuss strategies with students.
* Review available materials in the resource center and check out as needed.

**2025-2026 District Goals**

By May 2026, I will strengthen teacher clarity in my classroom to positively impact the percentage of students reading on or above grade level, increasing it from 81.3% to 83% as evidenced by GMAS scores. I will achieve this by using learning progressions to guide my instruction, analyzing student work and its accompanying data to actively inform my daily teaching practices, and collaboratively making decisions related to student grouping and instruction through our weekly PLC meetings.

**2025-2026 School Goals**

In order to increase academic achievement, our PLC’s will collaborate and analyze data to guide instruction, interventions, and enrichment.

**Grade Level: 5th**

**Focus Areas**

* **Reading: Comprehension of informational text. Writing in response to literature and informational text.**
* **Math: Multiplication and division of multi-digit numbers solving real word mathematical problems.**

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AI-generated content may be incorrect.

**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, theHouston 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.

**Copyrigh**t-a form of protection given to creators and authors of literary, dramatic, musical and artistic works. A copyright means that the author has the right to do or let other do any of the following things:

* Make copies
* Distribute copies
* Perform work publicly
* Display work publicly
* Make modifications or adaptations

Generally, it is illegal for anyone to do any of the things listed above without the creator’s permission. However, there are some exceptions and limitations to this right. One major limitation is the Doctrine of Fair Use.

**Copyright Piracy**-Unauthorized reproduction for sale or use of a copyrighted work such as a book, lyric or software.

**Online Resources:**

[**https://www.commonsensemedia.org/videos/teaching-kids-about-copyright-piracy**](https://www.commonsensemedia.org/videos/teaching-kids-about-copyright-piracy)

[**http://www.copyrightkids.org/**](http://www.copyrightkids.org/)

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

**Title I Complaint Procedures**

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

**Step I**

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

**Step II**

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

Mrs. Dana Morris, Federal Programs Director

Houston County Board of Education

Post Office Box 1850

Perry, GA 31069

Phone: (478) 988-6200

dana.h.morris@hcbe.net

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

**Step III**

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

Dr. Richard Rogers

Office of the Superintendent

Houston County Board of Education

Post Office Box 1850

Perry, GA 31069

The appeal must be filed within ten (10) calendar days after the complainant receives the decision from the System Title I/Title II Coordinator. The Board of Education will act on the complaint at the next scheduled BOE meeting.

**PBIS**

**What is PBIS?**

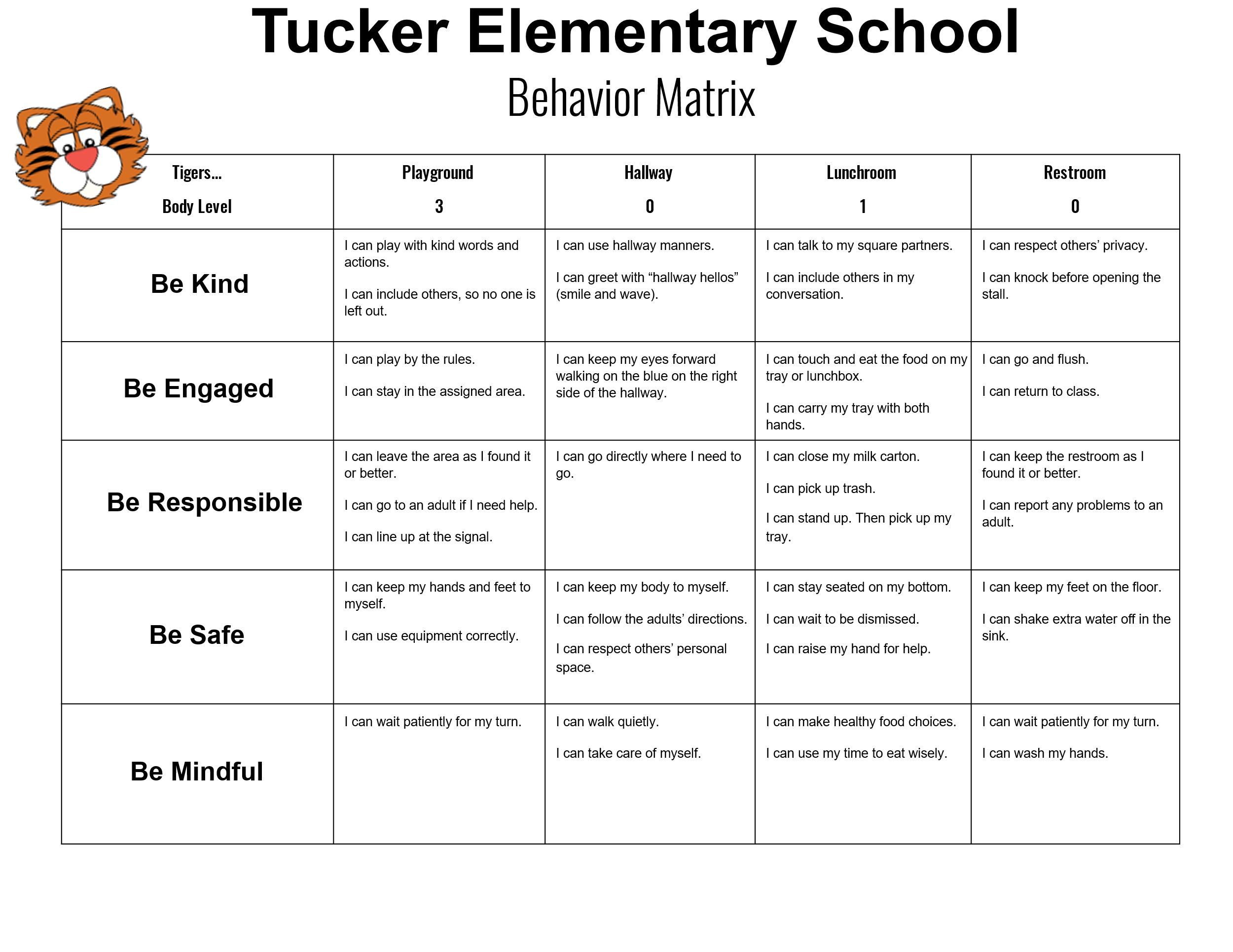
* The Positive Behavior Interventions and Support program is based upon the idea of recognizing positive contributions of students. Our goal is to help each child develop self-discipline. Home and school share the responsibility for developing good citizens. Parents, teachers, and students must work 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 Tucker Elementary School?**

* Tucker Elementary School’s School-Wide Expectations for students are:
* Be Kind, Be Engaged, Be Safe, Be Responsible, and 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 ongoing instruction from staff on our school-wide expectations in all areas of our school. The classroom, restroom, cafeteria, hallways, bus, computer lab, media center, and playground are all settings where students will be expected to act in a respectful, responsible, and safe manner.

**Tucker Elementary PBIS Mission**

* Our school mission is “To develop compassionate, confident, lifelong learners.”



**Title I Handbook Acknowledgement Form**

**Tucker Elementary School**

Dear Families and Students,

For the 2025-2026 school year, our Title I Handbook is/will be available for your viewing on our school website at[**www.TES.hcbe.net**](http://www.TES.hcbe.net) under the Parents & Students 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.

**To be completed by school personnel only**

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

Student Name

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Personnel

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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_