

Tucker Elementary School

Title I Family Engagement Guidebook

2026-2027



Mrs. Eddie Williams
Principal

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Tucker Elementary School
1300 Tucker Rd.
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(478) 988-6278
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Revision Date: 08/03/2026

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 Elementary	Tucker Elementary
David Perdue Primary	Northside Middle	Warner Robins High
Eagle Springs Elementary	Parkwood Primary	Warner Robins Middle
Huntington Middle	Pearl Stephens Elementary	Westside Elementary
Langston Road Primary	Quail Run Elementary	
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 2026-2027



Mrs. Eddie Williams, Principal
1300 Tucker Road
Perry, GA. 31069

www.tes.hcbe.net

Revision Date: 08/03/2026

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 Compact explains what teachers, parents and students each will do in an effort to work together to make sure that our students reach grade level standards. The Compact is discussed with families during parent-teacher conferences throughout the school year.

How is it revised?

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

Who is it for?

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

Where is it available?

The Connection is included in our Title I Family Engagement Guidebook 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 31, 2026
Open House	Academic	August 25, 2026
Annual Title I Meeting	Informational	August 25, 2026
Grandparents Day	Welcoming	September 14, 2026
Innovate and Educate	Testing, Technology	September 29, 2026
Tiger Talk: Parent Action Meeting	SDM	October 8, 2026
Parent Teacher Conferences	Monitoring Progress	October 9, 2026
Lunch and Learn + Open Classrooms	Welcoming	October 22, 2026
STEAM Night	Academic	November 10, 2026
Holiday Extravaganza	Academic	December 15, 2026
GMAS Night	Academic	January 26, 2027
Roar and Adore Valentines Dance	Welcoming	February 5, 2027
Bingo for Books	Academic	February 25, 2027
Read Across America Week	Welcoming	March 1-5, 2027
Sandwiches and Stories	Academic	March 2, 2027
Voices for the Vision	SDM	March 11, 2026
Tigers Got Talent!	Welcoming	March 23, 2027
Kindergarten Readiness	Transition	May 6, 2027
Living Legends Wax Museum	Welcoming	May 13, 2027
Rotary Club	Community Collab	Spring 2026
Daycare/Head Start	Transition	September 2026 – May 2027
Snack Sax	Community Collab.	Ongoing
Parent and Child Together Time (PACT)	Welcoming	September 2026 - April 2027
Firefighter Read Aloud	Community Collab.	August 2026 – May 2027

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.

Abbi Rainwater

(478) 988-6278 ext. 3387

abigail.rainwater@hcbe.net

Family Engagement Liaison

Our FEL is **Abbi Rainwater**. 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
abigail.rainwater@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.

Volunteer opportunities



- Fieldtrips
- Book fair
- PBIS Celebrations
- Media Center Assistants
- Teacher Material Prep
- PTO
- Tiger Task Team

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.

2026-2027 District Goals

Increase by at least 3 percent 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.

2026-2027 School Goals

In order to increase student achievement in reading and math in all grades we will monitor student learning through PLC processes and will use the HCSD Unit Planning Guide to guide our work.

Kindergarten Focus Areas

- Decoding & Encoding Words
- Retelling story details
- Counting to 100
- Composing and decomposing numbers
- Add and subtract within 5

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.

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.

2026-2027 District Goals

Increase by at least 3 percent 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.

2026-2027 School Goals

In order to increase student achievement in reading and math in all grades we will monitor student learning through PLC processes and will use the HCSD Unit Planning Guide to guide our work.

1st Grade Focus Areas

- Decoding/Encoding
- Reading Comprehension
- Fluency to 10
- Counting to 120

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

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.

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 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.

2026-2027 District Goals

Increase by at least 3 percent 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.

2026-2027 School Goals

In order to increase student achievement in reading and math in all grades we will monitor student learning through PLC processes and will use the HCSD Unit Planning Guide to guide our work.

2nd Grade Focus Areas

- Reading fluency
- Reading comprehension
- Math fact fluency within 20

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

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 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.

2026-2027 District Goals

Increase by at least 3 percent 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.

2026-2027 School Goals

In order to increase student achievement in reading and math in all grades we will monitor student learning through PLC processes and will use the HCSD Unit Planning Guide to guide our work.

3rd Grade Focus Areas

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

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

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.

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. Bring and take materials to and from home/school as needed.

2026-2027 District Goals

Increase by at least 3 percent 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.

2026-2027 School Goals

In order to increase student achievement in reading and math in all grades we will monitor student learning through PLC processes and will use the HCSD Unit Planning Guide to guide our work.

4th Grade Focus Areas

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

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

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.

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. Bring and take materials to and from home/school as needed.

2026-2027 District Goals

Increase by at least 3 percent 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.

2026-2027 School Goals

In order to increase student achievement in reading and math in all grades we will monitor student learning through PLC processes and will use the HCSD Unit Planning Guide to guide our work.

5th Grade 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.

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

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.

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. Bring and take materials to and from home/school as needed.



Superintendent of Schools

Dr. Richard Rogers

Board Members

Dr. Rick Unruh, Chair

Dave Crockett, Vice Chair

Angel Brown

Mark Ivory

Clyde Jackson, Jr.

Lori Johnson

Jon Nichols

Right to Know Professional Qualifications of Teachers and Paraprofessionals

August 5, 2026

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

In compliance with the requirements of the Every Students Succeeds Act, the Houston County School System would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/ or paraprofessional(s). The following information may be requested:

- Whether the student's teacher—
 - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact your child's school or you may contact Dana Morris, Director of Federal Programs, at the Houston County Board of Education at (478) 988-6200 ext. 3449 or at email dana.h.morris@hcbe.net.

Thank you for your interest and involvement in your child's education.

Sincerely,

Dana Morris, Director of Federal Programs

Copyright Piracy Awareness Notification

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) states that Title I schools shall provide information and resources to help parents and families work with their children to understand the harms of copyright piracy. In keeping with this requirement, definitions of relevant terms as well as links to websites that may be helpful in educating children concerning copyright piracy regulations are included below.

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

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

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

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

Online Resources:

<https://www.common 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. 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."

Tucker Elementary School

Behavior Matrix



Tigers... Body Level	Playground 3	Hallway 0	Lunchroom 1	Restroom 0
Be Kind	I can play with kind words and actions. I can include others, so no one is left out.	I can use hallway manners. I can greet with "hallway hellos" (smile and wave).	I can talk to my square partners. I can include others in my conversation.	I can respect others' privacy. I can knock before opening the stall.
Be Engaged	I can play by the rules. I can stay in the assigned area.	I can keep my eyes forward walking on the blue on the right side of the hallway.	I can touch and eat the food on my tray or lunchbox. I can carry my tray with both hands.	I can go and flush. I can return to class.
Be Responsible	I can leave the area as I found it or better. I can go to an adult if I need help. I can line up at the signal.	I can go directly where I need to go.	I can close my milk carton. I can pick up trash. I can stand up. Then pick up my tray.	I can keep the restroom as I found it or better. I can report any problems to an adult.
Be Safe	I can keep my hands and feet to myself. I can use equipment correctly.	I can keep my body to myself. I can follow the adults' directions. I can respect others' personal space.	I can stay seated on my bottom. I can wait to be dismissed. I can raise my hand for help.	I can keep my feet on the floor. I can shake extra water off in the sink.
Be Mindful	I can wait patiently for my turn.	I can walk quietly. I can take care of myself.	I can make healthy food choices. I can use my time to eat wisely.	I can wait patiently for my turn. I can wash my hands.

