

Tucker Elementary School

Parent/Student Informational Packet

121 School Avenue
Lowell, AR 72745
Phone: 479-631-3561
Fax: 479-202-9080
www.rogersschools.net/tucker

Haylee Pierce
Principal
haylee.pierce@rpsar.net

Lillie Dickard
Assistant Principal
lillie.dickard@rpsar.net

Mission Statement

To provide an environment of educational excellence where all belong, all learn, all succeed.

Vision

To be a recognized educational leader in developing and challenging all students to realize their potential in our ever-changing world.



Values

*Learning
Excellence
Relationships
Student-Centered
Respect
Integrity*

ASSEMBLIES

Monthly character words will be used to teach motivation and to develop good character traits. Monthly K-5 assemblies will be scheduled to reward students that exhibit the trait. Students will also be recognized for academics quarterly.

ATTENDANCE

Please read the School Board Policy JK found in the District Handbook.

BUS DISCIPLINE POLICY

Please read the Rogers School District Bus Rules and Procedures found in the District Handbook.

CAFETERIA PROCEDURES

Breakfast In The Classroom

Breakfast is served each day at no charge to students. Students will eat in their classrooms.

Lunch

Lunch is served daily. Students may also bring their lunch from home. Parents are invited to eat lunch with their children. If you plan to buy an adult tray, please call the office or let your child's teacher know so we can notify our kitchen staff of the number of trays we will need. Arkansas law prohibits food being given, or shared, by other students or adults except for principal approved school events. If your child has food allergies the school office, teacher, and cafeteria manager should be notified. Tables are reserved for family members wanting to eat lunch with their student. Students who are not members of the family may not sit at these tables.

CHECK-OUT PROCEDURE

If a student must leave during the day, the individual checking the student out must provide identification before signing the student out in the office. Once identification is verified, the office will call the student from the classroom. A student will be released only to those individuals approved by the parent/guardian of the student.

COUNSELOR

Our school counselor's office is located in the front office area. She is available to talk with parents, students, and school staff about academic or social issues within the school setting. In addition, she regularly visits classrooms to conduct lessons.

DISCIPLINE

The Rogers School Board Policy on discipline can be found on the district website www.rogersschools.net/Page/488. The specific policy for discipline is in Section J of the Board policies. At Tucker, we use the PBIS Rewards System which includes teacher and office referrals. Teachers will communicate to parents how they will receive notification of a referral. The classroom teacher addresses most discipline issues through teacher referrals. If the teacher continues to have the same problems, they will submit an office referral. School administrators will notify the parent/guardian that the student has been referred to the office. Tucker Elementary's behavior plan can be found by clicking [here](#).

DISMISSAL

Students will begin being dismissed from their classrooms at 2:45 p.m.

Updated: 4/15/2025

DRESS CODE

The Rogers School Board Policy on dress code can be found on the district website [SBP-JICA.PDF](#). A student's appearance should not disrupt the educational environment by disturbing or distracting other students. Students are prohibited from wearing, while on school property during the regular school day or at school sponsored activities and events, clothing that exposes the underwear or buttocks, or the chest. Students inappropriately dressed will need to have attire brought to them or be given clothing from the school's clothes closet.

DROP OFF AND PICKUP

In the mornings, there is no left turn off of Concord from 7:15 a.m. - 7:45 a.m. Cars flow through a **single file line** and pull up as **close to the "Begin unloading here" sign as possible**. Students should be ready to get out of the car upon stopping. This drop off procedure allows for the largest volume of students to exit cars at one time. Please do not stop at the front doors if there are no cars in front of you. Staff will be helping with traffic flow from 7:15 a.m. – 7:45 a.m.

In the afternoon, there is no left turn off of Concord from 2:30 p.m. - 3:00 p.m. A **double line** of cars move through the car rider line. Parents display car rider tags and students are called to the cars ten at a time. Once the ten students are safely loaded, the next ten cars move forward.

FIELD TRIPS

Field Trips are planned by the grade levels.

GIFTED AND TALENTED

REACH is the name of the gifted and talented program in Rogers Public Schools. It stands for "Research Experiences Advancing Children's Horizons". Students in grade K-2 participate in REACH lessons in their classroom monthly. Beginning in 3rd grade, qualifying students are involved in a weekly REACH pull-out program. Students in grades 3-5 may be nominated by teachers or parents for the program. Specific assessments are then administered to determine qualifying students.

GRADING POLICY

The following standards-based scale is used for all kindergarten through fifth-grade students. This scale measures student achievement performance against the Arkansas State Standards appropriate for the specified grade level.

Scoring Key

This may not be the only indication of performance. ☐

Attachment Included

Summary Score	Descriptor	Explanation
3	MEETING	The student has a thorough knowledge, understanding, and application of the concepts, skills, and processes the grade-level standards require.
2	PROGRESSING	The student is gaining understanding of the concepts, skills, and processes the standards require, but needs some additional support.
1	BEGINNING	The student is beginning to understand the concepts, skills, and processes the standards require and needs consistent additional support.
0	No EVIDENCE	No evidence of the learning has been demonstrated. The student has not engaged or applied the concepts, skills and processes that have been taught.
N/A	Not applicable at this time	

INFORMATIONAL PACKET FOR PARENTS

A copy of Tucker's Informational Packet is available at several parent events at the first of the year, on the district website (rogersschools.net) or in the front office. Included in the Informational Packet are:

1. Tucker's parental involvement plan
2. Recommended role of Tucker parents, student, teacher, and school (School & Home Compact)
3. Ways for parents to become involved in the school and his/her child's education
4. Survey for parents regarding his/her interests concerning volunteering at school

INSTRUCTIONAL DAY

The school day begins at 7:45 a.m. and ends at 2:45 p.m.

LOST AND FOUND

The lost and found is located inside the Commons. Parents are encouraged to label students' belongings to help in locating items when they are lost.

LUNCH MONEY

Breakfast will be offered daily again this school year at no charge to any student. A Free and Reduced Meal Application is included with this letter for you to complete and return. If you have qualified for this service in the past, you must resubmit an application each year. Applications for free or reduced-rate lunches are available in the office.

MAKE-UP WORK

When a student is absent, he/she will have one day for each day's absence to complete make-up work. Make-up work for absent students may be supplied by the teacher and picked up by the parent in the office. Parents should call by noon to request work to be supplied at 2:30 p.m. Make-up work will not be supplied in advance for a one-day absence. Please do not interrupt a teacher's class to ask for work.

MEDICATION

Written permission from a student's parent must be on file in the school office before school personnel are permitted to administer medication. Medication will not be given unless it is in a prescription container, which is clearly marked with the child's name, dosage, number of times it is to be given, and the name of the medication. Inhalers are considered to be medication. Students are not allowed to transport medication on the bus.

NOTES TO SCHOOL FROM PARENTS

Notes are required when:

- A student has been absent, stating the reason.
- A student who will be going home a different way than he/she usually does; or if a different person will be picking up the student. Children without notes will be sent home their customary way. Parent may call the office in the case of an emergency to have the mode of transportation changed. Please call as soon as possible in order for the message to be delivered to the teacher and child.
- A student is either going home with someone else OR is bringing someone home with him/her. In this situation, **both children require a parent written note**. This is especially important for bus riders.
- A student should be excused from PE classes or recess due to illness or injury. A doctor's excuse will be required if this is for an extended period of time.

NURSE

A nurse is available to meet all students' medical needs including injuries, first aid, diabetic care, asthma care, administration of medications brought in by parents, and assessment/treatment of presenting symptoms.

Updated: 4/15/2025

PARENT ADVISORY COMMITTEE

The Parent Advisory Committee meets annually to review and revise the Parent and Family Engagement Plan, Budget, School Level Improvement Plans (SLIP), and school programs.

PARENT RESOURCE CENTER

The Parent Resource Center is located in the lobby. Included in the center are community resources, school updates, monthly character trait and newsletter, and PTO news.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are scheduled this year in late September and February, with the expectation that each child's parent or guardian will schedule and attend during these 2 periods of time. You may also contact the teacher to set up a meeting at any time you would like more information or have questions. Likewise, if your child's teacher believes that additional conferences are necessary, he/she will contact you. Parent concerns should be addressed directly with the teacher.

PARENTS AND VISITORS

Upon entering the building, visitors will be asked to present an ID such as a Driver's License, which can either be scanned or manually entered into the system. If a parent or guardian for any reason does not have a US government-issued ID, the school staff member can use any form of identification and manually enter the person's name into the Raptor system. The Raptor system will check to ensure that registered sexual offenders are not entering our school campuses without our knowledge. The Raptor system checks the visitor's name and date of birth for comparison with a national database of registered sex offenders. The registered sex offender database is the only official database checked by the Raptor system. No other data from the ID is gathered or recorded and the information is not shared with any outside agency. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of his/her visit. A visitor's badge will not be necessary for those who visit our school simply to drop off an item in the office or pick up paperwork. If you wish to have a conference with your child's teacher, please call ahead to make an appointment. Teachers' schedules do not allow for drop-in conferences, or visits with parents during school hours.

PARTIES

The Rogers School District limits all elementary schools to two classroom parties each school year. The designated parties are Winter Holiday in December and Valentine's Day in February. Each Homeroom Parent will be in charge of organizing these events. Other than these two parties, no other class food treats may be brought to school by parents. Invitations to non-school events may not be distributed at school unless every child in the class is included. No student birthday celebrations are allowed at school or other parent food treats for students during the school day. Deliveries to students (flowers, candy, balloons) are not accepted at school.

PERSONAL BELONGINGS

Toys are not allowed at school. E-readers (iPads, Nooks, Kindles, etc.) are allowed at each teacher's discretion. The school is not responsible for loss/damage that may occur while such items are at school.

PHYSICAL ACTIVITY

All students receive 40 minutes of recess daily.

PRE-K

Tucker has Pre-K classrooms located in the back of the building. The entrance near the small playground/track area is for Pre-K students, parents, and staff only. No car riders should enter from the
Updated: 4/15/2025

back of the building. The parking lot located to the south of the building is for buses, Pre-K parents, Pre-K students, and Tucker teachers. The phone number for Pre-K is 479-631-3571.

RESOURCE

Tucker provides Resource instruction for students with an Individual Education Plan.

RULES

Tucker Elementary is a school with high expectations. Our faculty has four rules to guide students in all areas of the school – Be Respectful, Be Responsible, Be Safe, and Be Kind. The [Tucker Way](#) details how students should behave in each area of the school.

SAFETY DRILLS

Tucker staff and students participate in fire, earthquake, tornado, and intruder drills during the year. Drills are conducted to ensure staff and students know where to go in the case of an emergency.

SAFETY PATROL

Fifth grade students have the opportunity to participate in safety patrol. Once permission from parents is obtained, the school counselor will train interested students how to perform the duties of a safety patrol member.

SCHOOL BASED COUNSELING

School-Based Counseling is an approach to helping children succeed at school and overcome personal and interpersonal problems by working with the families. School-Based Counseling is not seen as a "third party" but, rather, is viewed as part of the school system. The School-Based Counseling is viewed as an advocate for the school and the child. The focus of the counseling is on working with parents and families to help their children succeed in school.

SCHOOL LEVEL IMPROVEMENT PLAN (SLIP)

The SLIP is a comprehensive plan that is based on student performance data to address deficiencies in student performance in literacy and math. The plan outlines student academic needs and the process teachers will use to close the achievement gap.

SCHOOL REPORT TO THE PUBLIC

This report is given in the fall of each school year to inform the public of the School Report Card, school accountability report, and student achievement.

SPECIALS

All students at Tucker will attend a Specials class each day. These classes are Art, PE, Music, and Library.

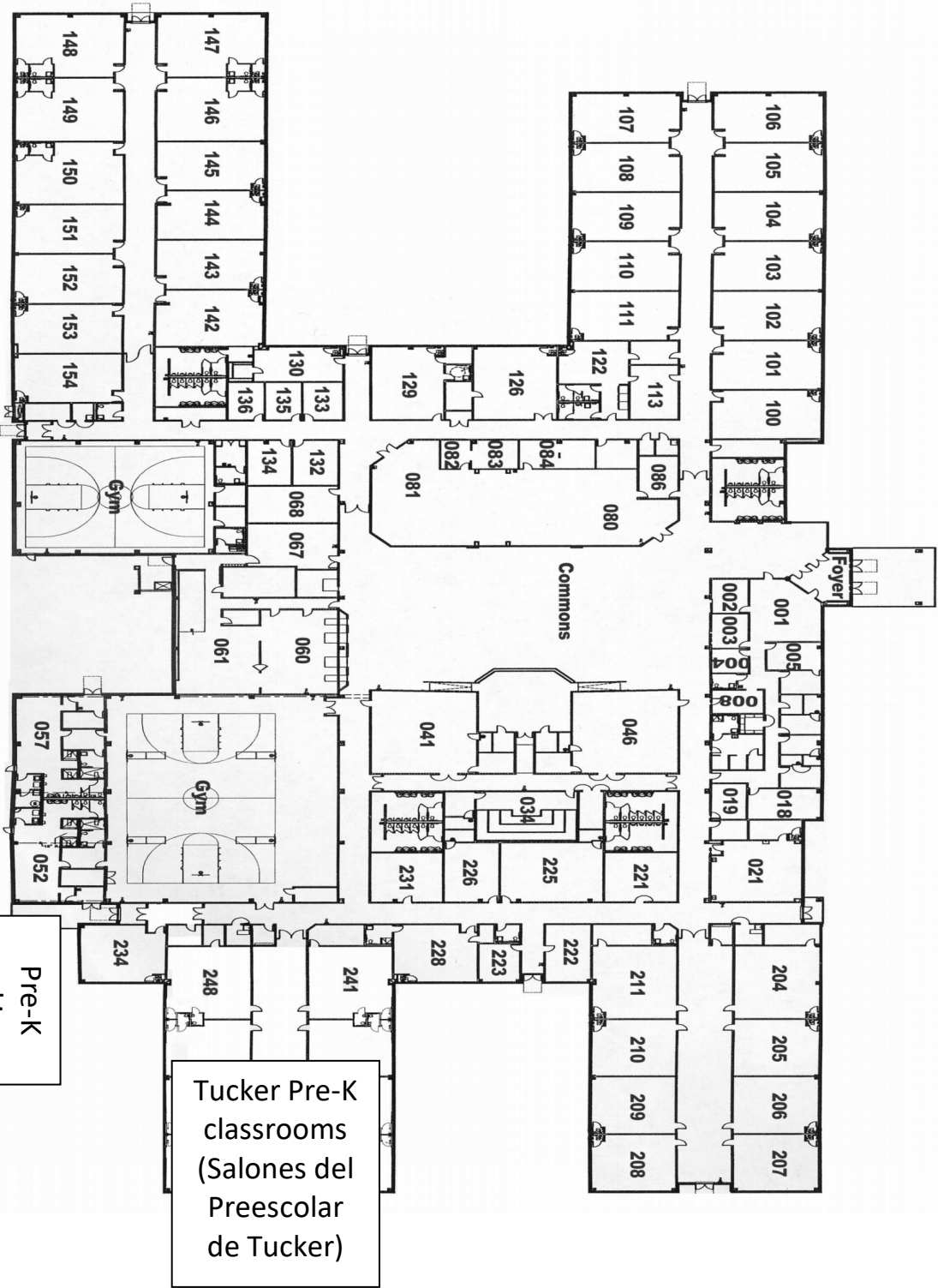
SPEECH AND LANGUAGE THERAPY

Speech and Language Therapy services are available for students who qualify.

WITHDRAWING FROM SCHOOL

When it is necessary for a student to withdraw from school, the office should be notified in advance. All fines and fees must be paid before school records can be released.

K – 5th bus
rider drop
off and pick
up only
(sólo para
los que
viajan por
autobús)



Pre-K
parking,
drop off,
and pick
up only
(Estaciona
miento
del)

Tucker Pre-K
classrooms
(Salones del
Preescolar
de Tucker)

71 Business

Tucker Elementary Volunteer Sign-up

(Hoja de registro para voluntarios En la Primaria Tucker)

Tucker Elementary offers many choices for involvement in your child's school. Listed below are volunteer opportunities in which you may participate. (La Primaria Tucker brinda una variedad de opciones para su participacion en el ambiente escolar de su nino.)

* Required

Parent First Name(s) Primer Nombre *

Parent Last Name(s) Apellido Nombre *

Student Name(s) Nombre de estudiantes *

Email

Mailing address (Domicilio) *

Phone number (Telefono) *

Teacher(s) (Maestro) *

☐ Special Events throughout the year (Eventos Especiales)

Updated: 4/15/2025

- Homeroom Parent (Help plan and organize classroom events such as parties, field trips, etc.) (Padre o madre del salón (Ayuda en planificar eventos de clase, como fiestas, excursiones, etc.))
- Parent Advisory Committee (Meets with administrators quarterly to evaluate our programs and services) Comité consultivo de padres. (Tienen juntas con los administradores una vez cada trimestralmente para evaluar nuestros programas y servicios.)
- Staff Appreciation (Help organize and provide lunch, breakfast, treats for faculty throughout the year) Reconocimiento para el Personal (Ayudar en organizar y proveer desayunos, almuerzos y muchas otras delicias para el personal de Tucker a lo largo de año escolar)
- Volunteer-as-Needed (volunteers are often needed for one-time projects) Voluntario-cuando es-Necesario (A menudo se necesitan voluntarios para proyectos de una sola vez)
- Help Teacher (Make copies, laminate, cut out projects) Ayuda al Maestro (Sacar copias, laminar, recortar proyectos)
- Tuesday Folders (Put papers to go home in student folder) Ayudar con las carpetas de los martes
- Help from Home (Cut out and assemble projects) Ayuda del hogar (recortar y armar proyectos)



Rogers Public Schools

where all **belong**, all **learn**, and all **succeed**

500 West Walnut Street ☎Rogers, AR 72756 ☎ www.rogersschools.net

Dr. Jeff Perry, Superintendent

Dear Parent:

In December 2015, former President Barack Obama signed the Every Student Succeeds Act into law. Parents continue to have the same rights as they did under “No Child Left Behind”. Under ESSA, parents have a right to know the professional qualifications of their children’s teachers(s). This letter is to inform you of your right to ask for the following information about each of your child’s classroom teachers:

Whether the state of Arkansas has licensed or qualified the teacher for the grades and subjects he or she teaches (Note: We are also required to send a notice to parents affected if the teacher is not fully licensed, so if you haven’t received such notice, your child’s teacher(s) is/are fully licensed.)

Whether the teacher is teaching under an emergency permit or other provisional status through which state licensing criteria have been waived.

The teacher’s college major, whether the teacher has any advanced degrees, and, if so, the subject of the degrees.

If any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child’s teacher(s). If your child is receiving Title I, Part A services from a paraprofessional, then our district or school is able to provide you with the following information:

Whether the paraprofessional has completed at least two years of study at an institution of higher education.

Whether the paraprofessional has completed an associate’s degree (or higher).

Whether the paraprofessional has met a rigorous standard of quality through our state’s certification procedure for determining the quality of paraprofessional staff.

Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate.

If you would like to receive specific information about your child’s teacher or paraprofessional, please visit our office at 500 West Walnut Street to fill out a Parent Request Form. A response will be mailed to you within ten working days from the date of the request. Our office is open from 7:30 a.m. to 4:30 p.m. Monday through Friday.

Our district is fully committed to the success of your child. We appreciate your partnership in our efforts.

Sincerely,
Dr. Roger Hill
Assistant Superintendent for Human Resources

**Elza Tucker Elementary
Parent & Family Engagement
2025-2026**

1: Jointly Developed

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*
[A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*
[ESSA § 1116(c)(3)]

Tucker Elementary School recognizes that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. To support the goal of the school to educate all students effectively, the schools and parents must work as knowledgeable partners. Parents are an integral component of a school's ability to provide for the educational success of their children. The school endeavors to meet the diverse cultural and language needs of parents and children. Tucker Elementary School jointly developed, with parents, this written school Parent and Family Engagement policy that describes how the school will carry out the Parent and Family Engagement requirements, including the development of a school-parent compact. The school's written Parent and Family Engagement policy is available to parents and the local community. Meetings will be made available if requested by parents. If the Title I Schoolwide Plan is not satisfactory to parents, parents can submit comments to the district.

2: Communication

Describe how the School will communicate with and distribute information to parents and families.

Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*
 - *schedule of activities planned throughout the school year*
 - *regular, two-way, and meaningful system for parents/teachers to communicate*

[A.C.A. § 6-15-1702(b)(3)(B)(i)]

- **2.2:** *How will the School ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *How is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*
[ESSA § 1116(e)(5)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
[ESSA § 1116(c)(2)]

Tucker Elementary's Parent and Family Engagement Plan will be made available on the school website and distributed in September 2024. Information related to school and parent programs, meetings, and other activities will be provided in a format and in parent's preferred language via informational packet and summary. Additionally, we will offer meetings at a variety of times and in different formats. Tucker uses Parent Square to communicate with families in their preferred language. Each student will be given a Tuesday folder that will serve as a communication tool between families and student and will include weekly work samples and/or information from school.

3: Building Staff Capacity

Describe activities that will be used with School staff to build their capacity to work with parents as equal partners.

Guiding Questions

- **3.1:** *How does the School build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to ensure ALL School staff (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:*
 - *the value and utility of contributions of parents* [Title I schools]
 - *how to reach out to, communicate with, and work with parents as equal partners* [Title I schools]
 - *how to implement and coordinate parent programs and build ties between home and the School* [Title I schools]
 - *how to respond to parent requests for parent and family engagement activities* [Title I schools]
 - *that parents play an integral role in assisting student learning* [all schools]
 - *how to welcome parents into the School and seek parental support and assistance* [all schools]
 - *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions* [all schools]
[ESSA § 1116(e)(3); 14); A.C.A. § 6-15-1702(b)(5-7); A.C.A. § 6-15-1702(b)(3)(B)(ii)]

Our parents at Tucker Elementary provide substantive value and utility to the academic success of our students, partnering with us to make sure the work we accomplish in the classroom continues at home for the ongoing success of all children. Tucker Faculty and Staff are trained on a variety of communication tools that allow us to communicate and work with parents as equal partners, including Parent Square and PBIS Rewards. We have several parent/teacher programs throughout the year (Parent/Family Learning Nights, Trunk-or-Treat, Academic/Behavior Awards Assemblies, Spring events) that build ties between home and school. When parents have requests for Parent/Family Engagement activities, we put those requests in front of Staff and the PTO and determine the logistical feasibility of new proposals. Parents play an integral role in assisting student learning by continuing the programs we have here at school in their homes (positive behavioral supports, foundational reading skills practice, subitizing, etc.), and from the first day of school onward, we ensure that parents are welcomed into the school and let them know how much we need their support via Back-to-School Nights and Teacher Meet & Greets. When parents have concerns/problems, we ask them to first address the concern with the teacher via digital, phone, or in person communication, and if that does not lead to a tenable outcome OR the nature of the concern creates a conflict of interest with the teacher, they should communicate with administration.

4: Building Parent Capacity

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings or providing equipment or other materials.

Guiding Questions

- **4.1:** *How does the School provide timely information about the following:*
 - *a description and explanation of the curriculum in use at the School*
 - *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
 - *the achievement levels of the challenging State academic standards students are expected to meet*
[ESSA § 1116(c)(4)(B)]
- **4.2:** *How does the School provide assistance to parents in understanding the following:*
 - *the requirements of Title I, Part A*
 - *how to monitor their child's progress*
 - *how to work with educators to improve the achievement of their children.*
[ESSA § 1116(e)(1)]
- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:*
 - *literacy training*
 - *technology training, including education about copyright piracy and safe practices*
 - *resources that describe or assist with the child's curriculum*
 - *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers*
[ESSA § 1116(e)(2)]
- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*
 - *involvement in the education of their children*

- *volunteer activities*
- *learning activities and support classroom instruction*
- *participation in School decisions*
- *collaboration with the community*
- *development of School goals and priorities*
- *evaluating the effectiveness of the School-level Improvement Plan*
[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*
 - *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*
 - *create parent centers*
[A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*
 - *role play and demonstration by trained volunteers*
 - *the use of and access to Division of Elementary and Secondary Education website tools for parents* [<https://dese.ade.arkansas.gov/>]
 - *assistance with nutritional meal planning*
[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

Tucker Elementary School will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This includes providing the information and school reports required to the extent practicable, in a language the parents understand. The school will provide timely information of the curriculum, state assessments, and expected achievement levels.

The school will provide assistance on how to monitor a child's progress and work with educators to improve the achievement of the child and provide materials and training to help parents to work with the child to improve the child's achievement, such as literacy training and using technology, as appropriate, to foster Parent and Family Engagement. Parent/Teacher conferences will be held each semester and 100% participation is expected. A translator for conferences is available if needed. Involving parents in the education of their children with opportunities to volunteer and collaborate with the community.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional supports, services, and resources to families.

Guiding Questions

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*
[ADE Rules Governing Parental Involvement Section 5.06]
- **5.2:** *How does the School coordinate and integrate programs and activities with other Federal,*

State, and local programs? Some examples include:

- *public preschool programs such as Head Start*
- *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
- *wraparound services that allow families to send their children to school ready and able to focus on learning*
[ESSA §1116(e)(4)]
- **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]

Tucker Elementary School will coordinate and integrate, to the extent feasible and appropriate, Parent and Family Engagement programs and activities with the Rogers preschool. Community partnerships are formed to assist in the programs of the school. First Baptist Church in Lowell, Samaritan House, Walmart Foundation, and Lowell/Rogers Chamber of Commerce are a few local businesses that support Tucker. Tucker Elementary also partners with numerous restaurants in the Lowell/Rogers area for fundraising opportunities for Spirit Nights. Tucker works with the middle schools to coordinate transition activities for fifth graders as they move to middle school.

Tucker Elementary School has numerous ways in which parents can be involved in school:

- Attend Assemblies & Programs
- Classroom Volunteers
- Family Nights
- Field Day
- Fundraising
- PTO sponsored events (such as the trunk or treat, homecoming float)
- Homeroom Parent
- Join PTO & sign up for a committee or event (see Volunteer Sign Up Info)
- Lunch with your child
- Parent Advisory Committee
- Traffic Control in the morning drop off

6: Annual Title I Meeting (Title I schools)

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

Guiding Questions

- **6.1:** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
 - *the requirements of Title I and the School's participation*
 - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*
[ESSA § 1116(c)(1)]

An annual meeting will be held in the fall 2025 to inform parents of the school's participation in Title I, Part A programs and explain the Title I, Part A requirements and the right of parents to be involved in those programs. Parents will be provided with timely information about what students will be learning; how students will be assessed; what parents should expect for their child's education; and how a parent can assist and make a difference in his or her child's education.

7: School-Parent Compact (Title I schools)

Describe the process School will follow to jointly develop with parents a School-Parent Compact as required under Title I, Part A.

Guiding Questions

- **7.1:** *How does the School jointly develop a School-Parent Compact which does the following:*
 - *Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement*
 - *Addresses the importance of regular two-way, meaningful communication through:*
 - *conferences (no fewer than 2 each year)*
 - *frequent reports on progress*
 - *reasonable access to staff*
 - *opportunities to volunteer*
 - *observation of classroom activities*
[ESSA § 1116(d)]
- **7.2:** *How do families access the compact in order to understand the shared responsibility for improved student academic achievement?*
 - *including parent-teacher conferences in elementary Schools, at least annually*
 - *Include a link or insert the language of the compact to demonstrate this requirement has been met.*
[ESSA § 1116(d)(2)(A)]

The School-Parent Compact describes the school's responsibility to provide high-quality curriculum and instruction in a supportive, effective learning environment that enables children served under Title I, Part A to meet the State's academic achievement standards. The School-Parent Compact describes ways in which parents will be responsible for supporting the child's learning, volunteering in the child's classroom and school, participating as appropriate in decisions relating to the education of the child, and positive use of extra-curricular time. The School-Parent Compact describes the importance of a partnership between teachers and parents that is an on-going basis through parent-teacher conferences, frequent reports to parents on the child's progress, and reasonable access to staff. The School-Parent Compact describes opportunities to volunteer and participate in the child's class and school activities in a variety of roles.

8: Reservation of Funds (*Title I schools*)

Describe how the School uses Title I, Part A funds set-aside for parent and family engagement programs and activities.

Guiding Questions

- **8.1:** *If the School is a recipient of set aside funds for parent and family engagement (as part of receiving a Title I, Part A allocation greater than \$500,000):*
 - *How is the School spending those funds?*
 - *How does the School determine the priority of how funds are spent?*
 - *Who is involved in determining that?*
[ESSA § 1116(a)(3)(A)]
- **8.2:** *How does the School provide opportunities for parents and family members to be involved in providing input into how the funds are used?*
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

Tucker Elementary will involve parents and family members of children receiving services under Title I in the decisions regarding how reserved funds are allotted for parent and family engagement activities. Title I funds will be used for the purchase of student folder as a means to facilitate two-way communication with parents, materials and resources for Kindergarten screening in the spring, materials and supplies for Parent/Family Learning Nights, and light refreshments for parent events (Parent/Family Learning Nights, Conferences, Events, etc.)

Assurances

Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly.

VA.1: The School understands that annually by August 1, the public School's Engagement Plan shall be developed, or reviewed and updated.

[ADE Rules Governing Parental Involvement Section 3.02.3]

VA.2: The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:

- the School Engagement Plan
- a parent-friendly explanation of the School and District's Engagement Plan
- the informational packet
- contact information for the parent facilitator designated by the School.

[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]

VA.3: The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.

[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]

VA.4: The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)

[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; *Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)*]

VA.5: The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.

[A.C.A. § 6-15-1704(a)(3)(B)]

VA.6: The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:

- to help organize meaningful training for staff and parents,
- to promote and encourage a welcoming atmosphere, and
- to undertake efforts to ensure that engagement is recognized as an asset to the School.

[A.C.A. § 6-15-1702(c)(1-2)]

VA.7: The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book.

[A.C.A. § 6-15-1702(b)(6)(B)(ii)]

VA.8: The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.

[A.C.A. § 6-15-1702(b)(3)(B)(ii)]

VA.9: The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.

[ADE Rules Governing Parental Involvement Section 3.02.2]

VA.10: The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:

- what students will be learning
- how students will be assessed
- what a parent should expect for his or her child's education
- how a parent can assist and make a difference in his or her child's education.

[A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]

VA.11: Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.

[A.C.A. § 6-15-1702(b)(7)(B)(ii)]

VA.12: The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.

[A.C.A. § 6-15-1702(b)(6)(B)]

VA.13: The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.

[ESSA § 1116(a)(3)(D)]

VA.14: The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov

[ESSA § 1116(b)(4)]

VA.15: The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

[ESSA § 1116(c)(4)(C)]

References

State

- [Ark. Code Ann. § 6-15-1701 et seq.](#)
- [Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement](#)

Federal

- [Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320](#)

School Name:	Elza Tucker Elementary
School Engagement Facilitator Name:	Kristin Day
Plan Revision/Submission Date:	April 18, 2024
District Level Reviewer Name, Title:	Melody Sebastian
District Level Approval Date:	

Committee Members, Role

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Brian	Anderson	Principal
Haylee	Pierce	Assistant Principal
Kristin	Day	School Counselor
Sami	Cloe	School Counselor
Kim	Meyer	Teacher/Parent
Jen	Elden	Staff member/Parent
Christine	Scarlette	Parent
Anne	Lockard	Parent

(Find additional guidance on the [DESE Parent and Family Engagement Requirements](#) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at ade.engagementmatters@ade.arkansas.gov or 501-371-8051.)

