

Lowell Elementary

Home of the Braves

Parent and Family Engagement Packet

2022-2023



Calendar of Events

School Begins (First Day for Student)	August 15
Labor Day Holiday	September 5
Conference Days	September 19-23
Teacher Professional Development (No School)	October 7
End of 1 st Quarter	October 13
Vacation Day	October 14
Thanksgiving Holiday	November 21-25
2 nd Quarter Ends	December 20
Winter Vacation	December 21-January 2
Teacher Professional Development (No School)	January 3-4
Vacation Day	January 16
Teacher Professional Development (No School)	January 30
Conference Days	February 13-24
Teacher Professional Development (No School)	February 20
3 rd Quarter Ends	March 17
Spring Break	March 20-24
4 th Quarter Ends/Last Student Day	May 26

Lowell Elementary

Rogers Public Schools

202 McClure

Lowell, AR 72745

(479) 631-3610

Fax: (479) 631-3611

Dear Parents,

Welcome to Lowell Elementary School! We are happy to have you as a partner in the education of your child. The teachers and staff at Lowell Elementary recognize how important your involvement is in making this a successful year. Our goal is to increase student achievement by communicating with parents regarding curriculum, student expectations and progress, and making it possible for parents to be actively involved in our school. We want Lowell Elementary to be known as a school with a culture of care and academic excellence.

This Informational Packet has been developed to describe our parental involvement plan and activities for the year. A copy of the Parental Involvement Plan is included in this packet. Our plan details the expected roles of the school, teachers, parents, and students. This information can also be found on the Parent Compact. The plan also covers the information that is provided at meetings held through-out the year, opportunities for involvement, and a system for two-way communication.

Meaningful communication is an important part of our partnership. We encourage our teachers to maintain an open line of communication with parents. This would include student progress and any concerns they may have. If you have an email address or cell phone number, please provide that information to your child's teacher. We welcome your comments and concerns, as well.

Once again, welcome to Lowell!

Shannon Passmore, Principal

Shannon.Passmore@rpsar.net

Shawn Johnston, Assistant Principal

Shawn.Johnston@rpsar.net

Visit <http://www.rogersschools.net> for detailed and updated information throughout the school year.

EQUAL OPPORTUNITY: The Rogers Public School District does not discriminate in its policies and programs on the basis of race, color, creed, religion, age, sex, handicap, national origin, or ancestry. Inquiries concerning the application of Title IX or Title VI, may be referred to the Equity Coordinator; 212 S. 3rd Street, 636-3910.

Daily Schedule

7:15 A.M.....	Doors Open/Breakfast In the Classroom
7:45 A.M.....	Breakfast Ends
7:45 A.M.....	Pledge/Minute of Silence/Instruction Begins
10:25	Kindergarten Lunch Period*
11:20	First Grade Lunch Period*
12:35	Second Grade Lunch Period*
10:50	Third Grade Lunch Period*
11:45	Fourth Grade Lunch Period*
12:10	Fifth Grade Lunch Period*
2:45	Dismissal

*Lunch times are approximate; please check with your child's teacher.

Arrival at School

Doors will open at 7:15 a.m. All students will report to the gym. Students will be dismissed for breakfast in the classroom (free to all students) at **7:30 a.m.** This will ensure that the student has enough time to eat and before the tardy bell rings at 7:45. **Please do not drop your child off before 7:15 each morning.**

Attendance

Arriving late or leaving early will be charged with absences as follows:

- 1 tardy anytime a student is **not in their room by the 7:45 a.m.** bell or is checked-out prior to the dismissal bell at **2:45 p.m.**
- 2-4 hours of missed time: 1/2 of an absence
- More than 4 hours of missed time: 1 absence

Excessive Absences:

- After the 5th absence during a semester, parents will be notified by phone or letter.
- After 10 absences in a semester, parents will again be notified by phone or letter.
- On the 11th absence in a semester, Arkansas law requires that parents be notified that students may be retained and that a report may be filed with Arkansas Department of Human Services (DHS).

Leaving School Early:

- A request to have a child excused from classes early should be sent on the morning of the dismissal. The time and reason for leaving should be included.

- When possible, medical and dental appointments should be made outside of school hours.
- A child will be released only to parents unless the school has been notified by the parent that they have granted permission for someone else to pick up their child. Please sign the child out in the office. For your child's safety, identification may be requested.
- A student's attendance record will indicate absences according to the attendance policy when checked out of school for appointments.

Cafeteria

Students need to arrive by 7:30 a.m. if they want to eat breakfast.

	Price	Reduced Price*	Adult
Breakfast (7:15-7:40)	Free to ALL students		
Lunch (See daily schedule)	Please check the Rogers Public Schools website for the most up to date pricing	Please check the Rogers Public Schools website for the most up to date pricing	\$4.00 (Subject to change)

**Applications for free or reduced priced meals are available in the office.*

- Parents may pay for more than one week at a time with cash or checks made out to Lowell Elementary. **All payments should be sent in a sealed envelope labeled with the student's name, grade, and teacher's name.** Payments may also be made online through our school website.
- Parents having lunch in the cafeteria with their child should eat the school lunch or a prepared sack lunch from home. This will encourage participation in the nutritious school lunch program.

Car Rider Procedures

Before and after school are times to be especially cautious when driving around the school.

Procedures are in place to ensure the safety of our students. There are safety patrols to help with opening car doors each morning and afternoon. These 5th grade students are supervised by a staff member.

Parents are asked **not** to park in the lot and walk in the building to pick-up their child unless they are taking care of other school business (i.e. meet with a teacher, business in the office, etc.). **Please do not park or drive in the fire lane. No students are ever to be picked-up or dropped-off in the bus lot.** This lot is for the loading and unloading of school buses and approved shuttles only. It is against Arkansas State Law for a vehicle to pass a school bus that is loading or unloading.

Counselor

We have a school counselor on staff each day and access to a social worker. These two ladies can provide assistance with accessing services within the school system and the community. The school counselor also forms groups to provide support for students. Our school district has partnerships with local mental health agencies to provide more intensive support. If you have any needs or concerns, please contact the counselor, Mrs. Bentley. (Stephanie.Bentley@rpsar.net)

Discipline Policy/General Rules

No student will be allowed to interfere with or disrupt repeatedly the educational process of others. Teachers are the authority figure in the classroom and will recognize and reinforce students who choose to behave appropriately.

Consequences for breaking a rule include reprimand, time-out, loss of privilege, parent notification, conference with parent, in-school suspension, and out-of-school suspension. A detailed Rogers School District discipline policy will be sent home with each student at the beginning of school.

General Rules are listed in each student's Tuesday folder. **A reminder that toys are not allowed at school. The use of any personal electronic communication and entertainment device is not allowed during school hours. Devices must be turned off and kept in a backpack at all times.**

*For all students in grades K-12, the school, school district, and school district personnel assume no responsibility for any cell phone, personal communication device, or personal entertainment device that is lost, damaged, or stolen in a school building, on school property, or during travel to and from school.

Homework/Make-up Work

Homework: Homework should be an extension of clearly defined learning goals and should be appropriate to the age, ability, and independent level of the student. The assignment is primarily to be completed by the student for independent practice outside of school time. **It is the responsibility of each student to complete all class and homework assignments on time.** School papers are usually sent home each Tuesday, but please check with your child daily for any math and reading assignments.

Make-up work: Make-up work for students who are absent may be supplied by the teacher and picked up by the parent in the office. Please call the office by noon to request work that may be picked up no earlier than 2:00 p.m. Make-up work will not be supplied for a one-day absence.

Inclement Weather/Alternate Method of Instruction

In the early morning hours, during the winter, radio and television stations will begin carrying announcements by 6:00 a.m. of any school closing. Worsening weather conditions may force the early closing of schools. Should this happen, radio and television stations will carry this information. **Please do not call the school.** This interferes with our obtaining information and instructions from the district office. Please devise a parent-child contingency plan so that your child will know what they should do in the event that school is forced to dismiss early.

If we should miss school for a snow day, an Alternate Method of Instruction will be sent home. Completed student work will be the documentation for attendance. All work must be returned to the teacher by the end of the 3rd day following an AMI day! Students not turning in work will receive an unexcused absence.

*During the AMI day, teachers will be available to students (or parents) through Remind 101 or email.

Legal Custody

If there are any custody arrangements existing regarding your child, the school must have a copy of the official court documents. These documents must be updated yearly or as specifics change.

Medication

School personnel cannot give any medication to students without written permission from parents. Permission forms are available in the nurse's office. Forms should contain the name of the medication, the amount to be given, and the time it is to be given. Medication must be brought to the office in a prescription container. **Medicine may not be transported on the bus.**

Notes from Parents

Notes are needed when:

1. **A student has been absent. (Please state the reason for the absence.)**
2. You will be picking your child up early for an appointment. This allows the classroom teacher to prepare any necessary homework.
3. You wish your child to go home in a different way than usual, or if a different person is picking him/her up at school. Children without notes or a phone call to the office will be sent home their customary way. **Phone calls to the office to make changes must be made before 2:00 p.m.**
4. A student is going home with another student. **Both children must bring a note.**

A note from a physician is needed if your child has food allergies or if your child is to be excused from recess or PE due to illness or injury.

School Supplies

Teachers of each grade request special supplies needed for their activities. A supply list is given to each student at enrollment. Backpacks on wheels are not permitted. Students are expected to take good care of all books, equipment, and their own personal property. Parents will be assessed payment for damage done to books or to school or bus property.

Specialized Instruction and Services

Every student has library, physical education (P.E.), music, and art. **For student safety, appropriate clothing and shoes should be worn on P.E. days.** The school counselor provides classroom guidance lessons and is also available to students and parents.

Student Dress & Grooming

A student's appearance should not disrupt the educational environment by disturbing or distracting other students. This includes:

- Excessive make-up, jewelry for an elementary student
- Spaghetti straps, halter-tops, see-through clothing, shirts that do not cover the midriff
- Clothing inappropriately too tight or too loose
- T-shirts that advertise alcohol, tobacco, or have inappropriate pictures/language
- Footwear that is unsafe or shoes with cleats, high heels, tap shoes, or skates on the bottom (cowboy boots, sandals, and "flip-flops" provide very little traction and make it both difficult and dangerous to run during P.E. and recess)

Students inappropriately dressed will need to have suitable attire brought to them or will be given clothing from the school's clothes closet.

Transportation (Bus)

Several buses transport students to school within a very short distance. It is important that students show appreciation for this privilege by obeying rules for bus riders and extending courtesy and showing respect to bus drivers. Problems could lead to discontinued bus service. Parents are responsible for any misconduct at bus stops. The bus driver may refer any student to transportation authorities and the school principal for misbehavior, and the following consequences will be enforced:

First offense:	Parent contact by letter or telephone
Second offense:	1-day bus suspension and parent contact
Third offense:	3-day bus suspension and parent contact
Fourth offense:	10-day bus suspension and parent contact
Fifth offense:	30-day bus suspension and parent contact
Sixth Offense:	BUS SUSPENSION FOR THE REMAINDER OF THE SCHOOL YEAR

Visitors to the Building

All visitors are asked to check-in at the office and obtain a visitor's pass. To help facilitate this, we ask that you enter the building through the front door. As an added safety measure, the front door is kept locked during the school day. There is a buzzer you can use to gain admittance. We have instructed staff members to stop anyone in the hallways without a visitor's pass. Many parents are in the school frequently. We ask that you also stop to get a visitor's pass.

Volunteers

Volunteers play an important and valuable role in the Rogers Public Schools. Students, teachers, staff, parents, and the community all benefit from the work of individuals who volunteer their talents and resources. Volunteers are always welcome! Parents, other family members, and community volunteers are often seen mentoring or working with students. Research has shown that parental involvement is a very important factor in determining a child's success in school. Please check with teachers and administrators on ways you can volunteer. Joining our PTA is also a great way to get involved and to learn about opportunities to volunteer.

Lowell Parent and Family Engagement Plan

Can be found using the following link or by requesting a copy from the school:

https://docs.google.com/document/d/1eHyC4cZY4ixvHGwpzMfbBfVT_VJ8SxPI/edit?usp=sharing&oid=110149506658265143742&rtpof=true&sd=true

At Lowell Elementary, we believe in *One Team, One Dream*. We recognize that parents play a crucial role in the success of our students. We encourage parents to be full partners in the education of their children. A child's education is a team effort, and every team member must do their part.

Parent Role:

- Insist on prompt and regular school attendance
- Read and respond to communications from the school
- Help children be prepared to learn by:
 - Ensuring adequate rest
 - Establishing a study routine and ensuring homework is completed
 - Reading to/with your child and setting an example of reading in the home
 - Having conversations with your child about what is being learned in school
- Volunteer or participate in school activities

Teacher Role:

- Teach the curriculum adopted by the ADE
- Maintain high expectations for student learning and behavior
- Appreciate and respect each child as an individual
- Encourage and praise students for effort as well as achievement
- Provide "best practice" instruction with high levels of student engagement
- Communicate with parents about achievement expectations and progress
- Conference with parents and students as needed

Student Role:

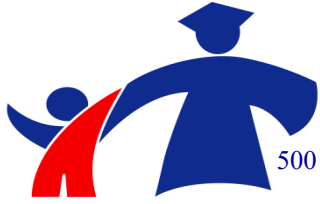
- Complete and turn in class work on time
- Make sure work is neat and accurate
- Ask for help when I need it
- Pay attention in class
- Read every night



School Role:

- Provide a high quality curriculum and instruction in a supportive and effective learning environment that will enable participating children, with the involvement of parents/guardians, to meet student performance standards set forth by the State of Arkansas for all students
- Hold an annual meeting for parents/guardians of eligible children to notify them of their child's eligibility to participate in the program, explain the Title I program, this Compact and inform them of the importance of their involvement with their child
- Offer a flexible number of meetings (a.m. and p.m.) to provide timely information and training for parents/guardians in order to help them become effective partners in their child's learning
- Provide frequent reports to parents/guardians on proficiency levels children are expected to meet and their child's progress toward meeting state standards and parents will be notified if students require assistance to meet the standard.
- Provide parents reasonable access to staff by school email, opportunities to meet during teacher planning time, during parent/teacher conferences, or by appointment as requested by parents/guardians
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as requested by parent and/or teacher
- Provide timely responses to parents'/guardians' recommendations





Rogers Public Schools
where all belong, all learn, all succeed

Rogers Public Schools

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

500 West Walnut Street □□ Rogers, AR 72756 □□ www.rogersschools.net □□ (479) 636-3910 □□ Fax
(479) 631-3504

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

PARENT INVOLVEMENT SURVEY - Please fill out and return to school

In this survey, we are interested in learning more about your thoughts, feelings, and attitudes towards your child's school.

When answering these questions, please consider your child's current experience at school.

This survey is to help us understand different aspects of the parent/school relationship. Your answers will be used in aggregate, and we will not be evaluating individual responses. As such, please be as honest as possible - there are no right or wrong answers.

Because different children often have different experiences in the same school, please complete this survey once per child.

1. I feel welcome when I enter the school.

- Always
- Most of the time
- Some of the time
- Never
- No opinion
- Other (please specify)

2. The school schedules parent/teacher conferences in a flexible way.

- Always
- Most of the time
- Some of the time
- Never
- No opinion
- Other (please specify)

3. I received and signed a copy of the School-Parent Compact in the fall (Example: Parent-Teacher Conferences). The compact is the document that explains the responsibilities of the school, the student, and the parent.

- Yes
- No

4. Teachers communicate with me regarding my student's academic progress. (Example: Progress Reports)

- Yes
- Sometimes
- No

5. My calls, emails, or notes to school staff are answered promptly.

- Yes
- Sometimes
- No

6. I prefer regular school information such as newsletters, calendars etc. to be communicated by:

- Phone Call
- Email
- Weekly Take Home Folder
- Text
- Social Media -Web Site

7. I prefer that information specifically regarding my student be communicated by:

- Phone call
- Email
- Text
- Weekly Take Home Folder

8. I am knowledgeable about the school's academic expectation for my child.

- Yes
- Somewhat
- No

9. I assist my child with his/her homework as needed.

- Yes
- Sometimes
- No
- Only when asked

10. My child receives additional academic help at school when needed.

- Yes
- Sometimes
- No

11. Do you use the parenting resources that are found on the school website and/or resources that are available for check out?

Example: website links, parenting dvds, books, etc,

Yes

Sometimes

No

12. The school seeks parent input when planning family involvement events.

Yes

Sometimes

No

13. I have been encouraged to volunteer at school.

Yes

Sometimes

No

14. I feel that parents are involved in decision making at our school.

Yes

Sometimes

No

15. I have been invited to participate in school planning such as the School Improvement Plan, Title I Plan, Parent Involvement Plan, etc.

Yes

No

**16. I am knowledgeable about the Title I program and the additional support services that are offered.
Example: Literacy Facilitator, Math Facilitator, Reading Recovery teacher, or Instructional Assistant(s).**

Yes

No

17. My child made adequate academic progress over the course of last school year.

Yes

Somewhat

No

18. Please identify any obstacles that are preventing your parental involvement:

19. Would you like to be contacted regarding volunteering at school? If so, what are specific areas you would like to be involved in?

**Lowell Elementary
School Engagement Plan
22-23**

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)]

Lowell Elementary recognizes the importance of involving parents in the education of our students. Our goal is to create a culture of care and academic excellence in which the school and parents work together. This is done through:

- The parent advisory committee
- Parents being included in the development of the school engagement plan
- Curriculum nights
- PTA meetings-afternoon and evening
- Parent/Teacher conferences-afternoon and evening
- Open house (meet and greet)-evening
- Evening music programs
- Parent surveys sent out regarding various school decisions

Adequate representation efforts have been made to ensure parents and families with children at Lowell have been included in the decision making process in the following ways:

- Seeking volunteers to join the parent advisory committee
- Parent surveys to identify areas of strength and weakness
- Timely information about programs or changes in policies is sent from the office in both English and Spanish.
- Opportunities for parents to make suggestions for improvement of school procedures are provided. (Phone numbers and email addresses are provided on the website.)

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)(1)]
- **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)]

Informational packets are distributed annually to ensure parents are aware of school information, how they can get involved, and ways to communicate with the school. This includes:

- Distribution of the Lowell Family Engagement packet and engagement plan
- Every student, parent, teacher, and the principal sign the Lowell Compact outlining their role in the educational process
- Parents are offered various opportunities by the school and teachers to volunteer
- The school communicates with parents through:
 - Parent Link
 - Social Media
 - Remind101
- Teachers communicate with parents using messaging apps, social media, and email

Information for parents sent out by the school is distributed in various ways. As much as possible, this information is sent out in English and Spanish. Some of the forms of communication include:

- Paper copies sent home in Tuesday Folders
- Parent Link messages
- Social Media Post (Facebook and Instagram)
- Messaging Apps such as Remind101

Flexible meetings are offered throughout the school year. The school offers flexible meetings including:

- Parent/teacher conferences (afternoon and evening)

- 504 and special education conferences are scheduled by what works best for parents during the school day
- Administrators are available to meet with parents when needed during the school day
- Meetings can take place in a variety of ways to ensure parents can attend (in-person, phone conference, video chat)

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)]

Lowell builds the staff capacity to work with parents as equal partners in a number of different ways. The ways this happens at Lowell include:

- Parent meetings to discuss progress/how parents and teachers can work together
- Parent/teacher conferences-2X a year minimum
- Parent and Family Engagement Coordinator leads professional development for staff in working with parents as equal partners
- The Lowell Compact is signed by parents, teachers, and the principal explaining the responsibilities of all involved to lead to success for students
- Staff is encouraged to attend all PTA meetings with a minimum requirement of 1 time per year

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 Department of Education website tools for parents [<http://www.arkansased.gov>]*
 - *assistance with nutritional meal planning [A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]*

Lowell communicates with parents to provide information about curriculum, assessments, and standards. This is done by:

- Curriculum overviews sent home throughout the year
- Information related to curriculum, assessments, and standards are reviewed at the annual report to the public meeting
- Curriculum, standards, and assessments can be accessed through the school website

Assistance is provided to parents to help them understand Title I, their student's progress, and how they can help improve their student's achievement. This is done by:

- Annual Title I meeting that is open to all families to attend. This meeting covers: an overview of Title I, the components of a school-wide Title I program, Parent's rights under Title I, opportunities for parental involvement, School goals, Smart Core Curriculum, and state and local resources.
- Parent meetings to discuss progress/how parents and teachers can work together
- Parent/teacher conferences-2X a year minimum (teachers can discuss with parents progress and how they can help).

Parents are an important part of their student's education. Lowell is willing to train/help any parent(s) that are looking to better support their student. This can be done by:

- Literacy and math curriculum nights for parents to see what their student has been working on and how they can help at home
- Meetings with teachers and/or academic facilitators to give parents activities and knowledge to help their children
- Parent nights to provide parents with strategies we use at school to improve behavior and social emotional skills

Lowell wants parents to be involved in their student's education as much as possible. Parents can participate in their child's education by:

- Volunteering for any of the various school activities that take place throughout the year
 - New volunteers will receive orientation to the building, suggestions on working with children, the importance of confidentiality, and the process for reporting concerns they have
- Attending curriculum nights, parent/teacher conferences, open house, PTA meetings, and/or special education/504 conferences to get information on how to help their children
- Parents will also have the opportunity to review Title I and report to the public information, the school engagement plan, and the school level improvement plan
- The parent advisory committee will also help develop some of the school goals and priorities

At Lowell, we are using Conscious Discipline to teach students social-emotional skills to help improve

student well-being and behavior. We have additional parenting resources and a school social worker available to assist families. Lowell will support parents in this area by:

- Providing a minimum of one parent night to share information on how parents can support the skills we are teaching students.
- Having materials that can be checked out through the library or school counselor
- Providing useful information to parents in the front office
- The availability of a social worker to help parents get access to parenting information and basic resources

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)]

Lowell is fortunate enough to have a number of community partners that pour into the success we have at Lowell. Some of our community partners include:

- Arvest Bank, Nestle, First Baptist Church-Lowell, JT's Tri Tip Grill, Lowell Fire and Police Departments, Hickory Creek Baptist Church, 4X4 Club, Impact Church, FBC-Bentonville, Lowell Fraternal Order of Police, Grace Baptist Church, and the Lowell Kiwanis Club, sponsor programs, provide resources to families, and volunteer when possible.
- The City of Lowell works with the school to provide a safe playground and gym for school and community use.
- Fire and Police Department employees are available for training and the Police Department provides assistance with safe arrival and dismissal. A school resource officer is assigned to Lowell and is housed at Kirksey Middle School.

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)]

Each year Lowell Elementary has an annual Title I Meeting to explain what it means to be a Title 1 School and the requirements that come with being a Title 1 school. This year, we will be holding our annual Title one meeting in October. Some highlights of the Title 1 Meeting include:

- Lowell's report card from the state
- An overview of Title 1
- How Title 1 helps Lowell Elementary students
- Parent and public rights under Title 1
- Our school goals stated in our School Level Improvement Plan (SLIP)

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 parent advisory committee at Lowell created the Lowell Compact a few years ago, and is reviewed annually to make changes as needed. The compact outlines what the student, parent, teacher, and principal need to do in order to be successful.

The Lowell Compact can be accessed in a number of different ways:

- The school will provide a copy upon request
- The Lowell Compact will be reviewed yearly at conferences
- The Lowell Compact can be found on the district page-state required information>school plans>Lowell Elementary>parent compact (website below)
<https://docs.google.com/document/d/1lIMVnS0j68doTGaq1gpBuKtjoauepu6m/edit?usp=sharing&oid=110149506658265143742&rtpof=true&sd=true>

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

- **5.1:** *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)]
- **5.2:** *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)]

Lowell uses Title I, Part A funds in a number of different ways related to parent and family engagement programs. The parent advisory committee, in conjunction with Lowell's guiding coalition, determines how funds are spent. The focus is on curriculum, student achievement, and helping parents. When thinking about how funds are spent, the committee prioritizes activities that have the highest parental and family engagement. Some of the ways we use these funds to engage parents and families includes:

- Curriculum nights
- Conscious Discipline Parent trainings
- Breakfast with Grandparents

Assurances

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

- **A.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]
- **A.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]
- **A.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]
- **A.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)]
- **A.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)]
- **A.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)]
- **A.7:** The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.
[ADE Rules Governing Parental Involvement Section 3.02.2]
- **A.8:** 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)]
- **A.9:** 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)]

- **A.10:** 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)]
- **A.11:** The School understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes.
[ESSA § 1116(a)(3)(A)]
- **A.12:** 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)]
- **A.13:** 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)]
- **A.14:** 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:	Lowell Elementary
School Engagement Facilitator Name:	Shawn Johnston
Plan Revision/Submission Date:	
District Level Reviewer Name, Title:	
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>
Shannon	Passmore	Principal
Shawn	Johnston	Assistant Principal
Stephanie	Bentley	Counselor

Krystal	Gore	Parent
Ryan	Chiles	Parent
Beth	Saferite	Parent
Judi	Crowder	Teacher
Melissa	Todd	Teacher

(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.)

District Reviewer Responses

Section 1 - Jointly Developed

- Changes Required
- Compliance is Met

[Text box for responses]

Section 2 - Communication

- Changes Required
- Compliance is Met

[Text box for responses]

Section 3 - Building Staff Capacity

- Changes Required
- Compliance is Met

[Text box for responses]

Section 4 - Building Parent Capacity

- Changes Required
- Compliance is Met

[Text box for responses]

Section 5 - Coordination

- Changes Required
- Compliance is Met

[Text box for responses]

Section 6 - Annual Title I Meeting

- Changes Required
- Compliance is Met

[Text box for responses]

Section 7 - School-Parent Compact

- Changes Required
- Compliance is Met

[Text box for responses]

Section 8 - Reservation of Funds

- Changes Required
- Compliance is Met

[Text box for responses]