

BONNIE GRIMES ELEMENTARY

2023-2024 Parent & Family Engagement Packet

BONNIE GRIMES ELEMENTARY MISSION STATEMENT

Bonnie Grimes Elementary will provide an environment of educational excellence where all belong, all learn, and all succeed.

ROGERS PUBLIC SCHOOLS MISSION STATEMENT

The Rogers Public Schools will provide an environment of educational excellence where all belong, all learn, and all succeed.

WELCOME

On behalf of the faculty and staff, we would like to welcome you to Bonnie Grimes Elementary School. We are looking forward to working with you to make this a memorable and successful school year for your child. This information packet has been prepared to help answer many of the questions students and parents have concerning the activities and procedures for the successful daily operation of our school. We believe that following these suggestions will help us to have an orderly school conducive to learning. Creating a common ground of clearly understood procedures will enable us to provide the best possible educational experience for every student. In the event there are problems or concerns, feel free to call 631-3660 to arrange a conference.

RECOMMENDED ROLE OF PARENTS, STUDENTS & TEACHERS

In order for each student to receive the maximum benefit from the educational program offered, it is essential that everyone involved work closely together.

- **Parents** will see that their children receive sufficient sleep and nutrition and that they attend school unless they are sick or there is a family emergency. Parents will be involved in open communication with their children and with school personnel.
- **Students** will be respectful, responsible, and ready to learn.
- **Teachers** will provide a caring environment, and give instruction that meets state and federal guidelines. This instruction will be appropriate and beneficial for each individual student.
- **The school** will maintain a safe and nurturing environment where all belong, all learn and all succeed.

WAYS FOR PARENTS/GUARDIANS TO BECOME INVOLVED

Parents may become involved with their children's school activities in several ways.

- **Working with your child at home** can provide opportunities to learn new things and to solidify skills learned at school.
- **PTO** is an excellent way to become an active participant in our school. PTO parents and teachers participate in projects and activities that enhance our school's culture, while PTO fund-raisers help to purchase school equipment and supplies.
- **Volunteering** provides a positive influence by helping the students and teachers throughout our school. Volunteers might laminate, make copies or provide classroom materials. Businesses could also serve as a "Partner in Education". If you work for a business that would be willing to be a partner, please contact the school office.

PARENT RESOURCES AT SCHOOL

Brochures, handouts and other resources on a variety of parenting topics are available in the office. Our library has a parent center with books, DVD's and magazines that can be checked out at no cost. Many of our families visit the school website which contains links to educational and parenting websites. Our Principal Mrs. Bush and several teachers send home newsletters in print and via our Bonnie Grimes Facebook page.

PROCESS FOR RESOLVING PARENTAL CONCERNS

1. Parents should contact the appropriate school personnel (classroom teacher, auxiliary teacher, etc.) as soon as a concern arises.
2. If the matter is not resolved, the parents may contact the principal.
3. The principal will conference with the appropriate personnel.
4. A meeting may be held with the parent(s), principal, and involved school personnel to attempt to resolve the problem.
5. Prior to the meeting, it is recommended that the parent/guardian record all pertinent facts and concerns. A list of possible solutions should also be shared.
6. Possible solutions that might be available and appropriate actions will be discussed by those at the conference.

Grimes Elementary
School Engagement Plan
2023-24

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)]

Bonnie Grimes Elementary has developed jointly with our parents, a written parental involvement plan that is designed to encourage parents to form a strong partnership with our school. Grimes Elementary is a school-wide Title I school and all students benefit from Title I services. The plan focuses on strategies to involve all parents and assist families living in a low-income situation. Involved parents are essential to improving student achievement. Bonnie Grimes personnel will participate in professional development opportunities to enhance understanding of effective parent involvement strategies, and recognize the importance of setting expectations, and creating a climate conducive to parental participation.

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)]

Communication between home and school is regular, two-way, and meaningful.

To encourage communication with parents, the school will ensure that the following supports are in place:

1. A parent involvement meeting is held every fall to report on the state of the school and give an overview of what students will be learning, school test results, school goals, and how parents can assist and make a difference in their child(ren)'s education(s).
2. Parent Link is a texting service that is regularly utilized. This service allows school administration to communicate instantaneously with parents regarding reminders, emergencies, etc. This is a one-way system, so parents will receive text messages, but will not be able to send text messages via this system.
3. PTO and the school utilize the school Facebook and Instagram pages (BonnieGrimesGrizzlies) to communicate school events and news updates.
4. The school website will be utilized to allow partners and parents to be kept aware of special events occurring at Bonnie Grimes Elementary
5. Teachers will share classroom information and grade level expectations with parents during Open House at the beginning of the school year.
6. Teachers will develop and use distribution lists to communicate with parents daily and/or weekly by email and/or paper copy.
7. Parents will be provided with grade level learning expectations at the beginning of each quarter. **Both English and Spanish versions are available.**
9. Parent/Teacher conferences will be held in the fall and the spring of each school year. 100% participation is expected. When necessary, additional conferences are scheduled throughout the school year in order to meet each students' needs.
10. A weekly folder will be sent home on Tuesdays. This folder serves as a communication tool between parents and school. Weekly work samples and/or information from school are sent home in the Tuesday folder.
11. **Each student receives a Tuesday folder at the beginning of the year. This folder contains the Bonnie Grimes Student Handbook.** The information provided includes the necessary information for parents to get involved at Bonnie Grimes, as well as, school calendar, school procedures, and the process for addressing and resolving concerns, etc.
12. Rogers Public School District has a Board of Education approved Statement of Commitment to Parental Involvement, August 2004. The Statement of Commitment is published in the yearly information packet that is sent home with each child upon enrollment. The Rogers Public School District recognizes that parents play a crucial role in the

success of their children in school and commits to encouraging parents to be full partners in the education of their children.

13. The procedures for resolving parent concerns are discussed frequently and are available on the Rogers Public Schools website, as well as, in the Bonnie Grimes Student Handbook (Tuesday folder).

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)]

Teachers and all staff members will receive parental involvement training to learn the value and purpose of the contributions of parents. Topics will include how to reach out to parents and how to involve them in the school process. It will also outline the process for resolving parental concerns including, how to define the problem, who to approach first, and how to develop solutions. This information is also published in the Bonnie Grimes Student Handbook.

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)]

4.1: Bonnie Grimes Elementary provides timely information to parents regarding curriculum and assessments each fall during yearly Title 1 Nights and Parents Make a Difference Nights. Our parents are informed about curriculum and assessment through weekly parent newsletters sent by classroom teachers. Our district also sends quarterly learning expectations that focus on curriculum.

4.2: Bonnie Grimes Elementary provides Title 1 information to parents each fall during yearly Title 1

Nights and Parents Make a Difference Nights. We let parents know about monitoring progress at our back to school night and during parent teacher conferences in the fall and the spring. Bonnie Grimes student work is also sent home each week inside their Tuesday folders.

4.3: Each fall during a literacy and math night, parents are provided with books and multiple educational math and science games to engage with their children at home. Bonnie Grimes Elementary students take home nightly book bags, which contain on-level reading practice for students to read with parents.

4.4: In order to provide opportunities for parents to participate in their child's education, Bonnie Grimes Elementary hosts several parent nights throughout the school year: Meet the Teacher, Parents Make a Difference, Literacy and STEM nights, as well as grade level programs that demonstrate curriculum and instructional objectives. Bonnie Grimes Elementary PTO sends home a volunteer survey every fall. The PTO produces a spreadsheet of parents from which they solicit parents for volunteer time and/or donations. Parents help evaluate the effectiveness of the School-level Improvement Plan via a survey presented at parent teacher conferences, and during our Parents Make a Difference Night in the fall. Collaboration with our community occurs during school wide events such as our Career Day, Amazing Shake competition, Fall Festival and Holiday Bazaar.

4.5: Bonnie Grimes has a parent resource center in the library. Parents are encouraged to check out materials. Our counselor and social worker share resources such as parenting websites with parents via email or student Tuesday folders.

4.6 Websites, such as the Arkansas Department of Education's website are shared with parents at Parents Make A Difference. Teachers also model how to work with students at parent/teacher conferences. Literacy, math, and STEM nights allow time for teachers to demonstrate strategies for instructing students at home.

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)]

5.1

- The building principal will attend monthly meetings with the PTA. Other teachers may attend as the need arises. The purpose of these meetings are to collaborate on achieving common needs of the students, parents, and the community.

- The principal actively seeks community volunteers to serve as judges in our Amazing Shake competition in the Spring.
- A Community Leadership Team that includes meets yearly to give feedback our School Improvement Plan.

5.2

- Hold a parent orientation meeting for incoming kindergarteners the week before school starts.
- Determine the students who would benefit from the Samaritan Snack Pack program annually.
- Work with the feeder middle school to set up a field trip for 5th graders in the spring. Hold an assembly recognizing previous Bonnie Grimes students who are graduating from high school in the spring.

5.3 The Bonnie Grimes PTO meets monthly. Principal gives monthly reports of the status of the school and goals. PTO members are encouraged to give feedback progress towards goals and student initiatives.

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)]

We hold a yearly Title 1 meeting each year in the fall. Invitations are sent home in Tuesday Folders and also sent electronically via text.

https://docs.google.com/presentation/d/1N6lvgkA4KzXnp-rF0-TyUsxZX9T4en-msuNAJm_Yk0/edit?usp=sharing

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)]

A committee made up of an administrator, parents, and staff members meet yearly to develop our School-Parent Compact.

THE SCHOOL WILL:

- --Provide a high quality curriculum and instruction in an effective learning environment
- Actively involve parents/guardians in order to better enable students to meet performance standards set forth by the State of Arkansas
- Hold an annual meeting for parents/guardians to notify them of: 1) their child's eligibility to participate in the Title 1 program; 2) explain the program and this Compact; and 4) inform them of the importance of their involvement with their child
- Offer a flexible number of meetings 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
- Provide parents reasonable access to staff by school e-mail, opportunities to meet during teacher planning time, during parent/teacher conferences(2 times a year), 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, questions and concerns

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)]

5.1

Parent Involvement money is spent on resources to help parents access their students' education needs.

- We buy book bags to transport reading materials between school and home.
- We also purchase a subscription to an electronic newsletter that can be sent as a link in a text to parents. The newsletter can also be translated into various languages.
- Literacy, math, and STEM family night educational resources and food for families.
- Tuesday folders are also purchased yearly.

5.2 Parents are asked at PTO meetings, Parents Make a Difference Night, and at the yearly Title 1 meeting on suggestions on how the monies should be spent.

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:	
School Engagement Facilitator Name:	
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>
Susan	Bush	Principal
Sarah	Henry	Assistant Principal
Iris	Epting	Parent
Becky	King	Parent
Sabrina	Sidani	Parent
Kerri	Rogers	Parent
Ashley	Davis	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.)

2023-2024 Bonnie Grimes Volunteer Survey

Dear Bonnie Grimes Parents & Supporters-

Welcome back to Bonnie Grimes Elementary! An important part of our school's success is the work accomplished by parents and school volunteers, who take part in supporting students and staff. We know families are working hard and not everyone is able to volunteer. Please take a moment to complete the survey below, to tell us some of the ways you may be able to contribute to our great school. Some of our Parents work for companies that match volunteer time with donations to the school. Please turn this form in to your child's teacher or to the office. If you have any questions or concerns about volunteering at Bonnie Grimes, please do not hesitate to contact us. We all play a very important part in the education of our children.

Thank you,

Halley Parsons, Assistant Principal (479) 631-3660
631-3660

Sarah Anderson, PTO President (479)

PARENT / GUARDIAN (NAMES)	PHONE	EMAIL	WORK PLACE

(Please place a check next to all that may apply.)

I am interested in:

reading with students
 helping students with math facts
 helping with phone calls (to other volunteers)
 being a homeroom parent
 copying & clerical work for teachers
 helping with popcorn Friday(once a month)
 helping with afternoon dismissal
 helping greet students in the morning
 helping maintain the outdoor classroom
 Interpreting (I speak English & _____)
 PTO (Parent Teacher Organization)

Other things I would like to share with students (ie. Cultural interests, hobbies, talents, etc.):

Please provide an idea of the day(s) & time(s) you would be available to help:

Rogers Public Schools

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



Rogers Public Schools
where all belong, all learn, 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-SCHOOL COMPACT

It is our goal to engage parents as full-time partners in the education of our students. A Parent-Guardian/School Compact enables each participant's role to be clearly defined. These defined roles will help to attain the highest possible standards for our students.

Please take advantage of the opportunity to review the Parent-School Compact. Your willingness to participate in this compact will contribute to the growth of your child's educational experience. Your signature, your child's signature, and the date are required on this form which is found on the final page of this handbook. Please return it to your child's teacher.

Feel free to conference with your child's teacher or the school principal concerning the compact. We want to work with you to support your child's educational growth and success.

Please sign and return this page

TITLE I PARENT/GUARDIAN ENGAGEMENT COMPACT

Believing that high student performance is a shared responsibility, Bonnie Grimes

Elementary and the parents/guardians of _____ agree to
(Child's Name)

enter into this Compact.

THE SCHOOL WILL:

- Provide a high quality curriculum and instruction in an effective learning environment
- Actively involve parents/guardians in order to better enable students to meet performance standards set forth by the State of Arkansas
- Hold an annual meeting for parents/guardians to notify them of: 1) their child's eligibility to participate in the Title 1 program; 2) explain the program and this Compact; and 4) inform them of the importance of their involvement with their child
- Offer a flexible number of meetings 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
- Provide parents reasonable access to staff by school e-mail, 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, questions and concerns

AS A PARENT/GUARDIAN, I WILL:

- Insist on prompt and regular school attendance
- Be sure that TV shows & video games are appropriate & that time spent with these activities is minimal
- Read and respond to communications from the school
- Ensure that homework is completed in a neat and acceptable way
- Observe, volunteer, and participate in school activities, as I am able
- Promote positive use of my child's extracurricular time

SIGNED:

Principal

Parent/Guardian Date

Teacher

Child