Lowell Elementary School Uniform Dress Standards

Our uniform colors are:
- Polos and outerwear: Navy Blue and Red
- Pants, shorts, skirts, skorts: Khaki
- On Fridays students can wear a Lowell Spirit T-shirt with the appropriate uniform bottoms.

Los colores del uniforme son:
- Playera Polo o sudadera: Azul Marino y Rojo
- Pantalones, shorts, faldas, falda pantalón: Caqui
- Los viernes los estudiantes pueden traer la playera del Espíritu Escolar de Lowell, con pantalones, faldas o short caqui

Example of Uniforms/Ejemplo de Uniformes:

- Uniform with Polo shirt
  Uniforme con la playera polo

- Uniform Dress
  Vestido del Uniforme

- Uniform with Lowell Spirit T-shirt
  Uniforme con playera del Espíritu Escolar de Lowell

- Uniform with Sweatshirt
  Uniforme con Sudadera
Dear Parents and Students,

Welcome to the 2019-2020 school year at Lowell Elementary School. Our goal every year is for each student to have a successful year of learning, building on the learning that occurred from the previous school year.

After we return for the new school year, teachers will be sharing with parents several academic student support programs new to Lowell for 2019-2020. **** Lunch and Learn is a program that will be available for students who are having much difficulty with their academic learning and with keeping up with the achievement of their grade level standards. **** Lowell’s Homework Club is another program designed as learning support for students who don’t/won’t do their school work and home work. **** Teachers will also be sharing information about “Thinking Maps” - teaching/learning support for all of our students’ success in their writing.

For all Mesa Public School students, Social and Emotional Learning will become part of the teaching/learning provided for every student.

Throughout the school year, please be sure to contact your student’s teachers and office staff with questions or needs that you have. (School contact phone numbers for staff are found on page 2 of this handbook). If you see the need for additional support at any time during the school year, please contact our school counselor, Ms. Devish at 480-472-1403, or our Family Support Specialist, Mrs. Herrera at 480-472-1479.

With Lowell parents and staff working together, our students will always achieve their best. We’re looking forward to seeing all of our returning students and parents, and meeting all of our new students and their parents at Meet the Teacher on Monday, August 5.

Respectfully,
Chuck Starkey, Principal
Lowell Phone Directory

While school is in session phones are on DO NOT Disturb Mode. However, you can leave a message for the teacher on his/her machine.

General Information ..................................................... 472-1400
ATTENDANCE .......................................................... 472-1445
Principal, Chuck Starkey ........................................... 472-1480
Secretary, Monica Rosero ......................................... 472-1480
Office Specialist, Carolyn Heilman ............................ 472-1481
Family Support Specialist, Graciela Herrera ................. 472-1479
Psychologist, Melissa Budak ...................................... 472-1412
Counselor, Kelsey Devish ........................................... 472-1403
Title I Specialist, Jackie Arzt ...................................... 472-1473
Health Office............................................................ 472-1485
Yadi Lee, Nurse/Delia Saucedo, Health Aide ............... 472-1469

SPECIAL AREAS:
Mr. Montes - PE ...................................................... 472-1465
Mrs. Anderson - Music .............................................. 472-1463
Ms. James - Music .................................................... 472-1463
Ms. Kimmel - Band .................................................... 472-1404 Rm 04
Mr. Peterson - Orchestra ........................................... 472-1405 Rm 05
Mr. Roche - Art ........................................................ 472-1435 Rm 35
Mrs. Torres- Media Center ........................................ 472-1457
Ms. Larsen - Gifted and Talented ............................... 472-1418 Rm 18

SPECIAL EDUCATION:
Ms. Storr - SLD ........................................................ 472-1435 Rm 35
Ms. De los Reyes - SLD ............................................. 472-1438 Rm 38
Mr. Verdugo - SLD .................................................... 472-1434 Rm 34
- Speech ................................................................. 472-1413 Rm 13
Ms. Kannapel ........................................................... 472-1450 Rm 50
Ms. Slont ................................................................. 472-1451 Rm 51
Mrs. Redd ................................................................. 472-1453 Rm 53

KINDERGARTEN:
Ms. Jones ................................................................. 472-1401 Rm 01
Ms. Gal ................................................................. 472-1402 Rm 02
Ms. Brotherton ......................................................... 472-1406 Rm 06

FIRST:
Mr. Rich ................................................................. 472-1409 Rm 09
Mrs. Cary ............................................................... 472-1410 Rm 10
Ms. Sethi ............................................................... 472-1411 Rm 11

SECOND:
Mrs. Higgins ......................................................... 472-1415 Rm 15
Ms. Bodeman ......................................................... 472-1416 Rm 16

THIRD:
Ms. Klass ............................................................... 472-1421 Rm 21
Ms. Kant ............................................................... 472-1422 Rm 22
Mrs. Glover ............................................................ 472-1424 Rm 24

FOURTH:
Ms. Potts ............................................................... 472-1437 Rm 37
Mrs. Gordon ......................................................... 472-1439 Rm 39
Mrs. Ramirez ......................................................... 472-1440 Rm 40

FIFTH:
Mr. Dean .............................................................. 472-1426 Rm 26
Mr. Huch .............................................................. 472-1427 Rm 27
Ms. Medrano .......................................................... 472-1428 Rm 28

SIXTH:
Mr. Henson .......................................................... 472-1429 Rm 29
Ms. Robertson ........................................................ 472-1430 Rm 30
Mr. Short ............................................................. 472-1431 Rm 31

Directory r...s.
Lowell PTO Officers 2019-2020

President: Janet Garcia
Vice President: Rosaura Valdez
Co-Secretary: Brandon Short
Terry Huch
Co-Treasurer: Galia Rivera
Fidelia Chavez
Executive Council Rosa Martinez
Officer At-Large: Elisa Molinares
PTO Advisor: Graciela Herrera

Lowell PTO is excited for another great year! We are an organization that involves Parents and Teachers in the education of our students and improving our school. PTO funds many activities at Lowell. This includes: books and equipment, student incentives, teacher appreciation, improvements to playgrounds, and creative arts assemblies.

Here are two ways parents can support Lowell PTO this year:

Volunteer: We are looking for parents to volunteer for each event that comes up. We need your help, from making copies or flyers, to helping at the event.

Support Fundraisers: We have a variety of ways to raise funds and ask you to support the ones that you can: Attend special school events like Movie Night and send your Non-Uniform monthly $ donation.

Hello/Hola Parents,
The entire staff at Lowell welcomes you to the new school year. We are dedicated to ensuring that each child succeeds and that when students leave Lowell, they leave with the knowledge, skills, and attitudes necessary to be successful throughout their lives.

We invite you to be a part of your child’s education by working with us. A child’s best education occurs when there is a team effort, where the child, staff, and parents commit to working together and supporting one another. Parents can contribute by:

- Communicating with your children’s teachers. Attending conferences, read newsletters, and other documents that are sent home.
- Assuring that your children attend school regularly and on time.
- Parents can also volunteer to help teachers in classrooms. Ask your child’s teacher if that is possible.
- Working with your children to assure they complete their homework and return it in a timely manner.
- Being positive and focusing on your children’s strengths. This helps children become self reliant and confident young children.

Sincerely,
The Lowell Staff
Children Learn What They Live

If children live with criticism,
They learn to condemn.

If children live with hostility,
They learn to fight.

If children live with ridicule,
They learn to be shy.

If children live with tolerance,
They learn to be patient.

If children live with encouragement,
They learn confidence.

If children live with fairness,
They learn justice.

If children live with security,
They learn to have faith.

If children live with approval,
They learn to like themselves.

If children live with acceptance and friendship,
They learn to find love in the world.
School Hours and Visiting our School

School Hours
Office Hours: 7:10 AM-3:00
PM School Hours
Grades K-6, M,T, Th, F: 7:30 AM-2:00 PM
Except Wednesdays: 7:30 AM – 1:30 PM

On regular school days students in Grades K-6 are released at 2:00 PM. On Wednesday afternoons, Lowell students in Grades K-6 are released at 1:30 PM for teacher planning/meetings. Be sure to watch for Lowell’s monthly newsletters, our school website at www.mpsaz.org/lowell, special flyers to home, and the school marquee for release times that are earlier than 1:30 p.m.

Student Arrival Times:
• Students should arrive at school no earlier than 6:55 AM if they are having school breakfast. Supervision is not available outside the cafeteria until after 7:10 AM. Students NOT having school breakfast at school should arrive after 7:10 AM.

PLEASE REMEMBER—Except for breakfast—DO NOT DROP STUDENTS OFF OR SEND STUDENTS TO SCHOOL UNTIL AFTER 7:10 AM. THERE IS NO SUPERVISION AVAILABLE UNTIL THAT TIME.

Student Pick-Up Times: If you are going to pick up your student(s) at dismissal time, remember:
• No Later then 2:00 p.m. Monday, Tuesday, Thursday and Friday and on Wednesdays - 1:30 p.m.

Students are under supervision from 7:10 AM through 2:10 PM on Monday, Tuesday, Thursday, and Friday and 1:40 on Wednesday. Students should not be on campus before or after these times unless a special event is taking place. No school supervision is available before or after school. For safety and security reasons, students should not be on campus when there is no supervision. If a student is at school unattended after 2:10 PM, parents are called. After a period of time, if a parent cannot be reached, Lowell staff may call the Mesa Police to pick up the student. The Mesa Police phone number is 480-644-2211.

STUDENT WITHDRAWALS
Students moving out of the Lowell boundary area must be withdrawn by parents through the office. Notification from the parent is necessary. Please call 480-472-1400 or stop by the office. Thank you.

WHEN VISITING LOWELL
PARENTS AND OTHER VISITORS ON CAMPUS
Per school district policy, all visitors arriving at Mesa Public Schools need to check in at the office and get a visitor’s pass. This is a safety and security precaution. When checking in, please check in with our office staff. You will receive a Lowell visitor badge. After your visit, return your visitor badge to the office and sign out with the office staff.

Parents are welcome to come and visit classrooms. However, if you want to stay for more than 15 minutes please make arrangements with the teacher. Students not enrolled at Lowell are not permitted to visit or be in classrooms while school is in session.

Teachers may not release any student from the classroom to anyone without prior permission from the office. Teachers and staff members must ask visitors to report to the office if a visitor’s badge is not visible. Student safety is a primary concern every day.

PARKING AT LOWELL
Lowell has only one parking lot. Visitors can enter on Broadway Rd. or 2nd Avenue. Please be aware that the Broadway gate is closed at certain times of the day:

For students safety the Broadway gate is closed Monday to Friday 6:45 AM - 7:30 AM and Monday, Tuesday, Thursday and Friday, 1:45 PM-2:30 PM and Wed. 1:15 PM – 2:00 PM

Visitors will need to use the 2nd Ave. entrance at these times.

Please do not park in designated spaces with reserved signs for Principal, Dean of Students, Office Staff, Operations or Facility Assistant.

We are limited with handicapped spaces, please only use them if you need them.

The MPS Safety Department and City of Mesa Fire Marshall are concerned with safety at all schools. In order to comply with safety requirements: NO UNATTENDED VEHICLES are permitted in the areas painted yellow in front of the school:

Vehicles may not be parked and left unattended in this area. Access for handicapped and emergency vehicles must be maintained in front of the school at all times. Please observe these yellow painted curb areas.

DISMISSAL DURING SCHOOL HOURS - Per school district policy, once students have arrived on the campus for the day, they may not leave the school grounds, except when authorized by the office. Parents must clear the release of their child during school hours through the office up through the time of the dismissal bell. For student safety, students must be signed out in the office. Your understanding and support in this area is appreciated. Thank you.
### Dates At a Glance 2019-2020

#### August
- 5...Meet the Teacher, Grades Kdg – 6th 4:30-6:00 PM
- 6..............................First Day of School
- 22.............................Get to Know the PTO
- 29.............................Curriculum Night 4:30 – 6:00 PM

#### September
- 2..............................Labor Day - NO SCHOOL
- 3..............................Family Reading Night 5:00 – 6:00 PM
- 18.............................Professional Development: Early Release 12:00 PM
- 24.............................Picture Day
- 30.............................SIAC Committee Meeting

#### October
- 1..............................Family Reading Night, 5:00 – 6:00 PM
- 4......................Grading Period Ends-Early Release 11:30 AM
- 7-11.............................Fall Break - NO SCHOOL
- 14-18.............................Parent/Teacher Conferences: Early Release all week 1:00 PM
- 25.............................1st Quarter Assembly
- 10/28-11/1........................Red Ribbon Week
- 28.............................SIAC Committee Meeting

#### November
- 1..............................Math Wizards
- 5..............................Family Reading Night 5:00 - 6:00
- 6..............................Professional Development: Early Release 12:00PM
- 8.............................Veteran’s Day Assembly, 8:00 AM
- 11.............................Veteran’s Day Observance – NO SCHOOL
- 15.............................PTO Movie Night, 5:00-8:00 PM
- 19.............................4th grade Orchestra Concert, 5:00 PM
- 20.............................Skateland/PTO Event
- 21.............................5th and 6th Grades Orchestra Concert, 5:00 PM
- 25.............................SIAC Committee Meeting 2:30 PM
- 27-29.............................Thanksgiving Break - NO SCHOOL

#### December
- 3.............................Family Reading Night, 5:00 – 6:00 PM
- 5.............................Class and Staff Group Pictures
- 6.............................Math Wizards
- 13.............................Grade 6 Movie Night 5:00 PM
- TBD.............................Band Concert, 5:00 PM
- 20......................Grading Period Ends-Early Release 11:30 AM
- Dec. 23-Jan. 3.............Winter Break - NO SCHOOL

#### January
- Dec 23-Jan. 3.............Winter Break - NO SCHOOL
- 6.............................School Resumes
- 10.............................Math Wizards
- 13-17.............................Parent/Teacher Conferences: Early Release all week 1:00 PM
- 20.............................Civil Rights Day - NO SCHOOL
- 23.............................Science Fair 5:00 PM
- 24.............................2nd Quarterly Assembly
- 28.............................SIAC Committee Meeting
- 27–31.............................Kindergarten Registration Week
- 31.............................Math Wizards
- 31.............................Peter Piper Pizza Family Night

#### February
- 4.............................Family Reading Night, 5:00 – 6:00 PM
- 12.............................Professional Development: Early Release 12:00PM
- 17.............................Presidents Day - NO SCHOOL
- 18.............................Spring Pictures
- 24.............................SIAC Committee Meeting
- 27.............................Family STEM Night, 5:00 - 6:00 PM
- 28.............................Math Wizards

#### March
- 3.............................Reading Under the Stars: Dr. Seuss’ Birthday 5:00 - 6:00 PM
- 6......................Grading Period Ends- Early Release 11:30AM
- 9-13.............................Spring Break - NO SCHOOL
- 20.............................PTO Movie Night 5:00-8:00 PM
- 27.............................3rd Quarter Assemblies
- 30.............................SIAC Committee Meeting
- 30-April 24.......................AzMERIT Testing

#### April
- 1.............................Professional Development: Early Release 12:00 PM
- 3.............................Math Wizards
- 7.............................Family Reading Night, 5:00 – 6:00 PM
- 10.............................Spring Holiday – NO SCHOOL
- 15.............................Kindergarten Pictures
- 17.............................PTO Peter Piper Pizza
- 23.............................Volunteer Appreciation Breakfast
- 24.............................Math Wizards
- 24.............................Grade 6 Movie Night 5:00 PM
- 27.............................SIAC Committee Meeting
- 30.............................4th grade Orchestra Concert 5:00 PM

#### May
- TBD.............................Math Wizards
- 5.............................5th and 6th Grade Orchestra Concert 5:00 PM
- 5.............................Family Reading Night, 4:00 PM
- 5.............................Teacher Appreciation Day
- 13.............................Health Fair, 4:30 – 6:00 PM
- TBD.............................Band Concert, 5:00 PM
- 15.............................4th Quarter Assemblies
- 21.............................Kg Promotion 9:00 AM
- 21.............................6th Grade Promotion Mesa High School 12:00 PM
- 21.............................Grading Period Ends - Last Day of School

Updates will also be posted in the monthly newsletter.
TBD –To be Determined

Las actualizaciones también se publicarán en el boletín mensual.
United States Government

<table>
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<tr>
<th>Service</th>
<th>Phone Number</th>
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</thead>
<tbody>
<tr>
<td>Food Stamp Hotline</td>
<td>1-800-352-8401</td>
</tr>
<tr>
<td>Department of Education Security</td>
<td>1-800-222-1222</td>
</tr>
<tr>
<td>Social Security Administration (Federal)</td>
<td>1-800-772-1213</td>
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State of Arizona

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<tr>
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<tbody>
<tr>
<td>Arizona Game &amp; Fish</td>
<td>602-942-3000</td>
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<tr>
<td>Arizona Humane Society</td>
<td>602-997-7585</td>
</tr>
<tr>
<td>Attorney General – Mark Brnovich</td>
<td>602-542-5025</td>
</tr>
<tr>
<td>Arizona Adult Education (GED Testing)</td>
<td>602-258-2410</td>
</tr>
<tr>
<td>Governor Doug Ducey</td>
<td>602-542-4331</td>
</tr>
<tr>
<td>Motor Vehicle Division</td>
<td>602-255-0072</td>
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<tr>
<td>State House of Representatives</td>
<td>602-926-4221</td>
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<tr>
<td>Superintendent of Public Instruction – Kathy Hoffman</td>
<td>602-542-5393</td>
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City of Mesa

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<tr>
<td>Animal Control</td>
<td>480-644-2268</td>
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<tr>
<td>Bus-Valley Metro</td>
<td>602-253-5000</td>
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<tr>
<td>Carson Junior High Pool</td>
<td>480-644-2374</td>
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<tr>
<td>Child Abuse Hotline</td>
<td>888-505-child</td>
</tr>
<tr>
<td>Chamber of Commerce</td>
<td>480-827-4700</td>
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<tr>
<td>Fire Non-Emergency</td>
<td>480-644-2101</td>
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<tr>
<td>City Information Line</td>
<td>480-644-2011</td>
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<td>Job Hotline</td>
<td>480-644-2759</td>
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<tr>
<td>Library-Main Branch</td>
<td>480-644-3100</td>
</tr>
<tr>
<td>Mayor Scott Smith</td>
<td>480-644-2388</td>
</tr>
<tr>
<td>Mesa Arts Center</td>
<td>480-644-6501</td>
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<tr>
<td>Mesa City Court</td>
<td>480-644-2255</td>
</tr>
<tr>
<td>Mesa Police-Crime Stop</td>
<td>480-644-2723</td>
</tr>
<tr>
<td>Museum for Youth</td>
<td>480-644-2211</td>
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<tr>
<td>Neighborhood Watch</td>
<td>480-644-2467</td>
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<tr>
<td>Roaches Sewer Hotline</td>
<td>480-644-2300</td>
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<tr>
<td>Senior Center</td>
<td>480-962-5612</td>
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<tr>
<td>Silent Witness</td>
<td>480-948-6377</td>
</tr>
<tr>
<td>Tattoo Removal Program - Mary Reese</td>
<td>480-644-3714</td>
</tr>
<tr>
<td>Urban Fishing</td>
<td>480-981-9400</td>
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<tr>
<td>Victim Assistance (Mesa Police)</td>
<td>480-644-2073</td>
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<tr>
<td>Youth Sports/Events</td>
<td>480-644-3384</td>
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Mesa Public Schools

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<tbody>
<tr>
<td>Homework Hotline</td>
<td>480-472-0093</td>
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<tr>
<td>Mesa Public Schools / General Information</td>
<td>480-472-0000</td>
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<tr>
<td>Mesa Public Schools Bus Transportation</td>
<td>480-472-6109</td>
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<tr>
<td>Mesa Public Schools Website</td>
<td><a href="http://www.mpsaz.org">www.mpsaz.org</a></td>
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Maricopa County

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<tr>
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<tbody>
<tr>
<td>Dog License (Maricopa County)</td>
<td>602-506-7387</td>
</tr>
<tr>
<td>Maricopa County Superior Court (Mesa)</td>
<td>602-506-2020</td>
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<td>Voter Registration</td>
<td>602-506-1511</td>
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Miscellaneous

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<td>Emergency Shelters</td>
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<tr>
<td>East Valley Men’s Center</td>
<td>480-610-6722</td>
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<tr>
<td>LaMesita Family Shelter</td>
<td>480-834-8723</td>
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<tr>
<td>Mesa Community Action Network</td>
<td>480-644-2101</td>
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<tr>
<td>Mesa Community College</td>
<td>480-461-7000</td>
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<tr>
<td>Poison Control - Banner Health</td>
<td>602-253-3334</td>
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<tr>
<td>United Food Bank</td>
<td>480-926-4967</td>
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<tr>
<td>National Poison Control</td>
<td>1-800-222-1222</td>
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<tr>
<td>Riverview Golf Course</td>
<td>480-644-3515</td>
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<td>Tattoo Removal Program</td>
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<td>United Food Bank</td>
<td>480-926-4897</td>
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<td>United Way</td>
<td>480-969-8601</td>
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<td>Urban Fishing</td>
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<td>Victim Assistance (Mesa Police)</td>
<td>480-644-2073</td>
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<tr>
<td>Voter Registration (Maricopa County)</td>
<td>602-506-1511</td>
</tr>
<tr>
<td>Youth Sports/Events</td>
<td>480-644-3384</td>
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</table>
ROADRUNNER PLEDGE:
I promise to be safe, be respectful, be responsible, and be a team player because I am AVID and I am college bound.
We are Lowell Elementary…
What starts here… changes futures!

Our Vision:
Roadrunners Represent Lowell Elementary by being the best learner possible.

Our Mission:
Every day we promise to:

1. Be Safe…
   by following the school procedures created to keep us physically safe and emotionally strong.

2. Be Respectful…
   by treating others as we want to be treated.

3. Be Responsible…
   by modeling the characteristics of a successful learner…
   …because Lowell Students are college bound!

Roadrunner Core Values:
Building a positive Community through…

  Respect,
  Responsibility,
  Effort,
  Trustworthiness,
  Honesty,
  Integrity
LOWELL’S GOALS
We will provide each student with the tools necessary to be successful by being respectful, responsible, trustworthy, honest, and learning the qualities and benefits of positive effort.

LOWELL’S PHILOSOPHY
To be a place where students are offered the opportunity to develop their strengths and talents in a non-threatening, safe environment.
ATTENDANCE GUIDELINES

In accordance with state law, all children over the age of five (5) and under the age of sixteen (16) years who have not yet graduated from high school are required to attend scheduled classes unless officially excused. Compliance is the responsibility of the parent/guardian. Truancy and excessive absences subject the student and parent/guardian to disciplinary and possible legal action. A student is considered tardy if he/she enters the classroom after the second bell has rung for the school day (7:30 AM).

Daily school attendance is necessary for students to benefit fully from the instructional program. The district does recognize that there are situations that dictate a student's absence. Students and their families, however, must assume responsibility for the student’s absences and recognize that excessive absenteeism, regardless of reason, will negatively affect the student’s achievement in class. Student absences are recorded daily as either excused or unexcused. Excused absences are recorded when the parent/guardian has notified the school of the student’s absence for reasons of illness, injury, medical appointments, family member’s death or other family emergencies. The School District has advised that vacations or trips may be recorded as unexcused. If the school receives no notification, the absence is recorded as unexcused. The MPS Board of Education policy regarding attendance states: “In the event of necessary absences, the parent or guardian is expected to inform the school.” Excessive absenteeism may result in a referral to the MPS Security Department and possibly a citation to appear in juvenile court.

Contacting the School Office with Student Absence Information

Parents/Guardians are asked to call the Lowell attendance line at 480-472-1445; a recorder will take the information relevant to the student’s absences. If you prefer to talk to our office staff, please call 480-472-1400 between the hours of 7:10 and 3:00. Calls can be accepted until the end of the school day; however, the automated attendance begins to call parents after 9:30 AM when we have not had communication regarding the student’s absence. A written note, submitted when the student returns, is also acceptable. Communication needs to occur within 24 hours, per MPS District Procedure.

Late Arrivals and Early Check Out

There may be times, due to unavoidable doctor appointments, illness, or family emergencies, when students arrive late or are checked out early. We encourage parents to work collaboratively with the school to avoid a tardy or early student check out. The time away from school for these circumstances can result with a district identified tardy or half day absence. The first minutes of the day are vital and may include important class discussion and directions to students. During the last minutes of the school day, the teacher is providing closure and a review of the day’s work. Much of what happens in an elementary classroom cannot be made up at home (teacher instruction, class discussion and interaction).

When students arrive late or when students are checked out early – each school’s “time-at-school” recording system, the district’s absence calculator clock takes into account the recess time for the day and determines the instructional time that the student has been at school. For less than 228 minutes of instruction due to a late arrival or an early pick-up, the student is identified as having a ½ day absence. For less than 152 minutes of instruction is identified as a full day’s absence. If you have a question regarding your child’s calculated time, please call the front office.

Procedures for Students Arriving to School Late

After the tardy bell has rung (7:30 AM), students arriving late report to the school office and get a late pass.

STUDENT ATTENDANCE INCENTIVES!

It is our goal at Lowell for all students to be successful in school and for student achievement to be at the highest levels possible. We want to help our students develop responsibility and trustworthiness through positive attendance habits. We encourage positive, prompt student attendance habits, as well as discourage absenteeism and tardiness. The following attendance incentives are in place:

ATTENDANCE ASSEMBLIES

Each quarter students who achieve “Perfect Attendance” will be recognized at a school-wide assembly. Perfect attendance is achieved by having no absences and no tardies. Perfect Attendance Students will receive a certificate. Those students who maintain perfect attendance, as identified above, for the entire school year will have their names entered into a grand prize drawing during the fourth quarter attendance assembly on the last day of school.

Attendance incentives have been successful in increasing Lowell's students’ average daily attendance rate and in reducing tardiness. We feel it is important to encourage and provide attendance incentives to students for being responsible and trustworthy through positive attendance habits. By coming to school daily and arriving on time, your child is developing life long skills. As their role models, teachers and parents can assist in building positive attendance habits.

Expectation

Teachers

At the start of the school year, and periodically, throughout the school year, teachers will review the tardy policy and attendance Incentives with their students. A student is tardy and will be marked tardy if the 2nd bell has completed ringing and the student has not entered the classroom.

Parents

Take some time to discuss the attendance information and incentives with your child(ren). It is also helpful to help children establish bedtime and morning routines. Please communicate regularly with the school about attendance or any other matters of concern.
Character Education - Roadrunner Core Values

“Roadrunner Core Values” is a school wide system to help educate our students on values and strong character.

Principles that summarize the Core Values:

• Community: The Lowell community is integrated - held strong by our values, teachers, administrators, students, and families.

• Respect: Follow the Golden Rule - Treat others as you wish to be treated; Be tolerant and accepting of differences; Use good manners, not bad language; Be considerate of the feelings of others; Do not threaten, hit or hurt anyone; Deal peacefully with anger, insults, and disagreements.

• Responsibility: Do what you are supposed to do; Plan ahead; Persevere - keep on trying; Always do your best; Use self-control; Be self-disciplined; Think before you act - consider the consequences; Be accountable for your words, actions, and attitudes; Set a good example for others.

• Effort: Always try your best, regardless of the outcome; Put forth your best attitude and energy in all you do; Set goals and strive to accomplish your goals; Approach daily tasks and challenges with a willing attitude; Let your actions show your determination.

• Trustworthiness: Be honest; Don’t deceive, cheat, or steal; Be reliable - do what you say you will do; Have the courage to do the right thing; Build a good reputation; Be loyal - stand by your family, friends, school and country.

• Honesty: Be true and honest in your actions and words; Define who you are by your actions and words; Ask yourself before making a decision - Is this a good idea, and should I do it?

• Integrity: Integrity is a personal choice - an uncompromising and predictably consistent commitment to honor moral, ethical, values and principles.

Monthly Core Value Focus: Each month, Lowell adopts a core value to implement into our daily actions, lessons, and routines. Each class will receive a core value poster to display in their classroom. The poster states the value of the month, principles, and space for classroom collaboration of value examples and behaviors.

Daily Core Value Quote: At the start of the school day, during the morning announcements, students hear a value themed quote reflecting that month’s core value focus. The quote is clarified in student friendly language for students to consider every day application. Also, teachers may choose to engage their class in a discussion of how the quote reflects the core value.

Quarterly Recognition of Students: At each quarterly assembly, teachers nominate students who have demonstrated Roadrunner Core Values in their words and actions. The nominated students are recognized and receive one, or more, of the following certificates:

• Citizenship Award – awarded to students that have not received classroom time-outs, detentions, or office referrals, and have earned all 4’s for behavior and effort on report card.

• Endeavor Award – awarded to students who show strong effort but may not be making gains in grades.

• Shining Star Award – Awarded to 1 student per class per quarter that stands above the rest in all academic, social, and behavioral areas.

Everyone, regardless of background, enters the world with the opportunity to become a person of exemplary character. We are born with the potential to develop good character. Whether we give into or overcome the negative messages and influences we face often depends on whether our parents, teachers, mentors, and friends have exposed us to their own good example. “Building character” refers to the teaching of positive, ethical values based on principles that can be expressed through many words, actions, and attitudes.
A Message from Your Lowell School Counselor, Ms. Kelsey Devish
I am so pleased to be a part of the Lowell learning community! As your School Counselor, I am committed to working WITH you to support the success of each one of our students. Together, I know we can:

- Keep a positive and safe learning environment for our children to learn and thrive in.
- Explore issues of concern in a positive way to support the well being of each of our students.
- Raise healthy and contributing youth who will be the future of our community!

My contact information: Phone 480-472-1403

School Counseling Program Mission Statement
To help all children succeed in school and life, by teaching the social/emotional literacy skills and the academic and career competencies that promote student achievement and college and career readiness.

Mission Philosophy: It takes a TEAM to raise a college and career ready child.

- A comprehensive school counseling program is an integral component of the school's academic mission.
- Teaching Social Emotional Literacy skills has a direct impact on student achievement.
- Effective school counseling programs are a collaborative effort between the school counselor, parents, administrators and educators, and students to create an environment that promotes student achievement.

What does a School Counselor do?

1. College and Career Readiness Curriculum:
   - Classroom lessons for kindergarten through sixth grade, teaching social/emotional skills that promote academic success, and healthy personal growth and development.

2. Individual Student Planning:
   - Activities that help students to plan, monitor, and manage their own learning and behavior.

3. Responsive Services:
   - Activities to meet the immediate needs and concerns of students. Includes brief counseling, support groups, parent conferences, crisis response, and referrals to community agencies.

4. School System Support:
   - Activities that enhance the counseling program and support school wide programs, such as PTO and special events, AVID, PBIS, Mentors/Mentees and continued professional development as a School Counselor.

“Every child deserves a champion--an adult who will never give up on them, who understands the power of connection, and insist that they become the best that they can possibly be.” – Rita Pierson
General School and Safety Rules

Parents, please review these rules with your child.

Respect the Rights of Other People at School
Safety: Each student has the right to be safe on school grounds.
Privacy: Each student has the right to be left alone and not be bothered by other students.
Property: Each student has the right to have his or her property left alone.
Educational Opportunity: Each student has the right to an educational environment that allows for maximum learning.

Moving Around the School Campus
• Walk, don’t run. (The playground grass areas are For running.)
• Move carefully around buildings and near building doors. Avoid walking through yellow marked safety zones around exterior building doors.
• A pass is required to be in an unsupervised area (bathrooms, campus walkways, hallways, general campus) when students are not with an adult.

Restroom
• Appropriate behavior is expected at all times.
• No playing in the restroom.
• Children, please remember to flush the toilet.
• Always wash your hands.
• Do not flush unsuitable items into toilets.
• After the start of the school day, restroom passes are issued from the classroom teacher, the special programs teachers or from playground supervisors for students to use restrooms.

Cafeteria
• Our cafeteria is supervised by a minimum of three staff members at all times.
• Students should wait patiently while in line, no pushing, no cutting.
• Walk; don’t run.
• Use soft voices.
• Students stay seated while eating and raise their hand for assistance or when needing to use restrooms.
• Eat without playing.
• Do not take food from other students’ trays or share food items.
• Do not take cafeteria served food out of the cafeteria.
• Pick up all paper, food and trash from their eating area.
• Leave the cafeteria through the appropriate door as directed.
• Do not play with P.E. equipment.

General Campus
• Students should not use faculty restrooms.
• Before school begins, students may go to the cafeteria or playground.
• Do not stand on or otherwise misuse tables and benches.
• Do not climb in trees or pull tree branches.
• Stay off of and away from gas metering equipment and perimeter fencing.
• Gum is not permitted at school.

General Information Reminder
At the start of each school year, Mesa Public Schools provides a publication titled Information & Guidelines for Elementary Students. These guidelines are updated by the district each year and distributed to parents at back-to-school time or when students enroll at our school after the school year begins. This provides much in the way of helpful information for parents and students on many student and school matters.

“Character is knowing the good, loving the good and doing the good.” ~ Thomas Lickona
Playground Supervision and Playground Rules

Our playground area and recesses are designed to give students the opportunity to expend energy and enjoy physical and outdoor activity at times scheduled throughout the day. Students may choose to take part in organized or individual activities. Children have a right to a safe and secure play environment. Knowing and following the playground rules makes the playground a safer place to play. Parents, please take time to read and discuss this playground information with your child.

Playground Boundaries Perimeter
Students are to stay away from the fencing around the playground. Students may only leave the playground if they have been given permission by playground supervision staff.

General Supervision
The MPS Risk Management Department used national Public-School Campus/Playground standards to review our recess program. These standards state that the ratio of students to staff on the playground should be, at minimum, 125 students to 1 adult/staff. Playground layout and other factors are also considered in the assigning of staff to playground supervision.

Specific Playground Rules
- No food items or beverages should be consumed on the playground, unless approved by administration
- Gum should not be present anywhere at school due to the possibility of it being a choking hazard.
- No glass or metal cans/object should be used or be present on the playground.

Throwing Objects on the Playground
Students should only throw or kick equipment that is intended to be thrown or kicked, and only in the appropriate areas on the playground. There should be no throwing of inappropriate objects such as rocks, dirt clods, sand, etc. These objects have caused and can cause injury. Students will lose recess privileges as a consequence. If a student is struck and injured due to the thrown object, greater discipline will occur for the student(s) causing the injury. There are no designated or planned wall areas for balls to be thrown or bounces against.

Appropriate Tag or Chase Games
These games may be played in the appropriate manner (touch tag, freeze tag, etc.).
- May be played in grass areas only (not on concrete or sand areas).
- May NOT be played on top of bars or large playground equipment stations.
- May NOT be played around swings.
- May NOT be played around the play station or slide.

Inappropriate Tag Games, Chase and Other
These games are not to be played
- Play Sword or Play Guns
- Jurassic Park
- Power Rangers/Ninjas
- Other variations from current popular media and other games deemed to be inappropriate
- Red rover, wrestling, tackle football

Play Fighting
- Fighting of any nature, including “play fighting” is inappropriate. For play fighting, students will sit out for the remainder of recess. A behavior referral occur for repeated misbehavior.

Swings
- NO climbing on swing support poles.
- Only one person on the swing. NO DOUBLES!
- Sit on your bottom in the swing; do not lie across the swing on your stomach.
- NO twisting in swing.
- NO jumping out of swings.
- NO making the swings higher.
- NO kicking off shoes while swinging.

Slide
- Slide down the slide seated with feet first.
- Do NOT climb on the edge of the slide or jump over the side.
- Only one person at a time on the slide.
- Do NOT go down the slide head first.
- Do NOT push others down the slide.
- Exit the slide quickly when reaching the bottom.

Bars and Other Climbing Equipment
- NO standing or sitting at the top of the bars.
- NO chicken fighting or leg wrestling.
- NO double twisting or partner twisting on the bars.
- NO cherry drops (or variations) that can result with students landing off balance.

Horizontal Bars
- NO sitting
- NO standing
- NO jumping off the top or near the top

NOTE: Students who don’t follow playground rules and directions from playground supervisors may be directed to sit out the remainder of recess. As students continue with behavior difficulties, they may lose recess privileges over extended time.

Recess End Time
Playground supervisors will signal the end of recess by blowing their whistles at which time play ends. Students will line up and equipment is turned in. Students who have displayed significant behavior concerns will be referred to the classroom teacher by the playground aid(s) for intervention.
The procedures that follow on the next few pages were developed for maintaining a safe, positive, and orderly environment at Lowell. All Lowell staff members will assist students in following these daily procedures throughout each school day.

**MORNING PROCEDURES**

**Cafeteria:**
Expectation
Students will eat breakfast in a timely manner and be ready to start class on time.

Procedure
Campus gates open each day for Free Breakfast at 6:55. Breakfast is served until 7:22, when the first bell rings. Students may not leave the cafeteria until 7:10, the time when supervision is available on campus. At 7:10, students begin to be dismissed through the east cafeteria door and are supervised on the playground. Also, at 7:22, a cafeteria monitor closes the doors to the serving area. During the breakfast time, students are monitored and encouraged to finish their breakfast to get to their class on time for their planned learning.

Lunch Money (Meal payment information is confirmed each year by the Mesa Public Schools Food & Nutrition Department.)

- The Food & Nutrition Department of MPS provides parents with an easy and convenient way to send in lunch money for their children. Parents can create a secure online account at [www.myschoolbucks.com](http://www.myschoolbucks.com) or call 1-855-832-5226. Users are charged a flat fee of $2.49 for each transaction. Payments are updated to the system at 9:00 AM and 4:00 PM daily.
- Your student’s account is specific to his/her current school. In the event that students relocate to another Mesa Public School, the money that parents have in their account in the cafeteria at the first school transfers to their child’s meal account at their new school automatically.
- In the classroom, at the beginning of each day, Lowell teachers place money that is collected from students in an envelope provided by the cafeteria, write the students name and amount of money on the list inside the envelope and send the envelope to the cafeteria.
- Free & Reduced Cost Lunch Applications are available online at the [www.mpsaz.org/food web site](http://www.mpsaz.org/food). For paper applications, parents can contact Lowell’s school cafeteria office at 480-472-1469.

**Elementary Breakfast**

- Students ........................................ First breakfast is free. Additional breakfast is $1.25
- Faculty & Staff .......................................................... $1.50
- Visiting Adults & Visiting Children ........................................ $1.50

**Elementary Lunch**

- Students ........................................................................ $2.05
- Faculty & Staff ................................................................ $4.00
- Visiting Adults & Visiting Children ........................................ $4.00
- Reduced Cost Lunch ................................................................ $ .40
- Milk or juice ........................................................................ $ .50

**Playground:**

Expectation
For safety reasons, students are not allowed on the Lowell campus until 7:10 AM.

Procedure
- Morning playground supervision begins at 7:10 a.m. At that time, students are dismissed from the cafeteria to go to the playground. Students who arrive at or after 7:10 may go the playground. At that time, students may take their backpacks to their classroom line up areas that have been identified by their teacher, OR, students may keep their backpacks with them on the playground.
- **On before-school mornings when the computer lab is open, students may go to the computer lab to work on assignments that are provided by their teachers.**
- When the first morning bell rings at 7:22, students walk to their classroom designated line-up areas. Teachers greet students outside the door and bring them into their classrooms.

**Bell Work:**

Expectation
Bell work is provided daily by teachers when students arrive in the classroom at the start of the day and is planned as meaningful work that students can complete without teacher instruction.

Procedure
- Teachers post bell work assignments daily in a designated classroom location, visible to all students.
- When students enter the classroom each day, they begin working on the bell work for that day. Examples of bell work include “Math Wake-ups”, problem solving activities, daily oral language, journal activities, math dictionaries, silent reading, and vocabulary and spelling review.
Procedures and Routines for the Daily Operation of the School

Morning Announcements:
• School announcements begin after the second morning bell rings at 7:30. The United States Pledge of Allegiance and the Lowell Pledge come next and both are led by students over the school's intercom. Students in grades 4, 5, & 6 then recite the introduction to the United States Declaration of Independence in their classrooms.
• After these activities, teachers may choose to pose a question for students to contemplate during a moment of silence. Example: “What can I do to be helpful to another person today?”

MOVING THROUGHOUT CAMPUS

Expectation
Students move about the school campus in a quiet, orderly manner, respectful of the teaching/learning environment and showing general respect for all students/staff throughout the campus.

Procedure
* As a Class
Students are monitored by teachers to walk in two lines about the campus in a quiet, orderly group. Older students/classes give younger students/classes the right of way.

* Pairs of Students
Toward safety of and success for students moving about the campus, with approval by the teacher, students leave the classroom in pairs, with at least one student in the pair being a student of good character. The pair shall have a campus pass that indicates their destination.

SCHOOL ASSEMBLIES

Expectation
Students will attend/observe school-wide assemblies as responsible students demonstrating respect and other character traits toward those leading and those who are participating in the assembly. Disruptive students will be paced in another classroom at this time.

CALL FOR ATTENTION

Expectation
Students will learn and respond to the school-wide call-for-attention signal of a raised hand by staff with the other hand, a finger to the lips, as the signal to come to immediate attention.

END-OF-DAY DISMISSAL

Expectation
Students leave their classrooms and the school campus at the end of the day in a respectful, safe, and orderly manner.

Procedure
• At the Meet the Teacher evening before school year begins, parent are asked by teachers to provide information on where students are to go at dismissal time each day – walking home, bus ride, parent pick up, day care. After the school year begins and students are registered. The information is shared with office to put into “Synergy” Information System for all staff awareness. If parent make any changes in the go home plan it’s absolutely important to inform the office.
• Teachers remind students during every day of the first week of school and thought out the school year about the need to make any calls to home from the classroom phone before dismissal time. This procedure is used to avoid a large number of students arriving in the office and having to wait for a lengthy period of time to use the telephone.
• One to two minutes before the dismissal bell rings, teachers escort students out of the classroom and supervise departure from the area outside the classroom, monitoring and intervening with individual students as needed. All other teachers/certified staff come out onto the campus, take positions as identified on campus map, and provide supervision and assistance for all students to exit the campus safely, orderly, and efficiently.
• All students who are not involved in after school extracurricular activities at the school leave campus when school is dismissed.
• Kindergarten students who do not ride a bus or daycare van are picked up at their classroom by a designated parent/guardian or sibling.
• Crossing guards are present for at least fifteen minutes after dismissal time each day. It is important for students to proceed home promptly while the crossing guard is still present. The city designated crosswalk area for Lowell is on Broadway Road, east of the Lowell parking lot entrance/exit.
• Parents choosing to cross with their students at any other location assume responsibility and liability for their child’s safety.
• Throughout the school year, parents are encouraged to instruct/review with their children the safest routes and behaviors for walking home. As students continue home past the city designated crosswalk and down neighborhood streets, it is important for their safety that they remain on sidewalks and look both ways before crossing at other street intersections that they encounter on the way home.
Procedures and Routines for the Daily Operation of the School

Restroom Use Throughout The School Day
- Students should use restrooms responsibly throughout the school day and not lose their learning time
- Students sign out, sign in with their name and time of departure.
- Buddy students of good character accompany students to restrooms
- If the student is in the bathroom for an extended period, teacher will have the student make up that time before school, during recess or lunch. Parents – if there is a medical condition, please bring a doctor’s note indicating condition.

END OF THE DAY AFTER SCHOOL SUPERVISION
For all teachers who have after school supervision assignments, the End-of-Day Dismissal procedures occur slightly differently: Teachers leave their classrooms with their students at approximately five minutes before the dismissal bell. The class walks to a spot close to the location where the teacher provides after school supervision. The teacher will use a learning activity with their students until the final bell rings. (Examples: math facts review; phonics review; states and state capitals; spelling practice etc.)

At the time the dismissal bell rings, the teacher will dismiss his/her students and the teacher will proceed to the assigned supervision location. This procedure addresses two safety concerns for our students:

1. Teachers will be present at their assigned supervision locations immediately after the dismissal bell rings and before students arrive at the supervision locations.
2. Teachers will provide supervision of their own students right up through the time that the dismissal bell rings.

Teachers will remain at their assigned supervision locations from dismissal at 2:00 PM until 2:10 PM every day except Wednesday. On Wednesday, dismissal occurs at 1:30 PM and teachers will remain at their assigned supervision locations until 1:40 PM. Exceptions to these times will occur during weeks when the school day dismissal time changes, for example, during Parent Teacher Conferences.

If students have not been picked up at the time that teachers are scheduled to end their assigned supervision location, the teachers will bring all remaining students to the office.

According to the Director of MPS Security, it is reasonable to expect parents to have picked up students within ½ hour of the final bell of the school day. If the student has not been picked up within the ½ hour, security will be called. Security will do a house check and if there is no response, MPD will be called.

If the above concern for pick up becomes a chronic problem, the call to security will be 15 to 20 minutes after the final bell.

BUDDY TEACHER CLASSROOM
Expectation
Students who present continuing inappropriate behavior will be provided support via the school’s Buddy Teacher Program.

AFTER SCHOOL ACTIVITIES
Expectation
- Students who are participating in after school clubs or scheduled activities meet their activity sponsors at the location identified by the sponsor and attendance is taken each day.
- Friends or siblings of a student attending an activity are not allowed to stay unless permission is given by teacher and parent.

BUS, DAY CARE, AND PARENT PICK-UP OF STUDENTS
Expectation
Students behave in a quiet, safe, and orderly manner for after school pick-up.

Procedure
- While waiting for, while riding on, and when boarding/de-boarding the MPS Bus, students follow district MPS Bus Information & Guidelines.
- Parents please remind students that riding the bus is a privilege, and that the rules set by the school district must be followed. Kindergarten students should be assigned to the front seats of the bus by the bus driver. The office aide will monitor this with the bus drivers. Violation of bus rules can result in loss of bus privileges.

FIELD TRIPS
Teachers plan field trips as part of the curriculum or instructional program appropriate to their grade level. Field trips are designed by the school or district staff and may also be scheduled as part of the Mesa Public Schools Creative Arts Program. Field trips hold maximum value for students at the grade level(s) for which they are planned. ECA funds can help fund field trips. Please look for information from your child’s teacher at the beginning of the year.

Students may lose full or partial privileges due to school or classroom behavior. Teachers will communicate with parents beforehand if this occurs.

Brothers and sisters attending Lowell Elementary in classrooms or programs other than the class for which the field trip was planned, need to attend their regularly scheduled class activities. Siblings should not be pulled from their classroom to attend the field trip designed for a brother or sister. Preschool youngsters are not allowed on field trips. When needed, teachers will contact parent volunteers who can accompany a class and assist during field trips. No cameras and no general cell phone use by students (all have cameras) are permitted on field trips. Cell phones will be collected and identified with student’s name taped onto phone, kept by the teacher, and only used by a student for any emergency calls that are monitored by the teacher.

EVENING EVENTS
Expectation
For student safety, students may not attend evening events without the presence of their parent/guardian. All school rules and expectations are to be followed at all events.
Procedures and Routines for the Daily Operation of the School

MONEY, VALUABLES, PERSONAL ITEMS (Including Cell Phones) AND TOYS
Students are not to bring unnecessary sums of money to school. If money is needed at school to pay for items, it should be brought on the day that it is due or needed. If money is being brought for classroom or school purposes, it should be given to the teacher or the office as soon as possible. No items may be sold at school without prior approval of the principal.

- Before school, students should keep all personal items with them or their classroom line up location and not leave them unattended.
- Personal belongings should be marked with the student's name.
- If something is found, it should be turned in to the office immediately.
- The student to whom textbooks were issued are responsible for textbooks which are lost, stolen, or damaged.
- A teacher or the office staff will direct a student to the lost and found if an object can't be located.

Toys or play things that are brought to school for show and tell should remain in the classroom during recess. Students may not bring personal toys and playthings from home for play at school. The school provides recess play equipment for students to use and share during the recess time. Items such as bats, hard balls, electronic devices, and cell phones will be taken and given to the classroom teacher. The teacher will contact parents regarding this item.

CELL PHONES AT SCHOOL
It is understood that parents may need to have students bring a cell phone to school for use before and after school.

Cell phones may not be used during school hours.
1st offense- Cell phone is taken and given back at the end of the day by the classroom teacher. Parent may be called by teacher.
2nd offense- Cell phone is confiscated, and parent is called. Cell phone may be returned to student by teacher.
3rd offense- Cell phone is confiscated, and parent is called. Cell phone will only be returned to parent by the teacher.
4th offense- Loss of privilege of carrying a cell phone to school for the remainder of the school year. Cell phone is given to office staff to be picked up by parent.

BICYCLES
There is a bicycle rack near the playground area in which students may lock their bicycles or scooters.

NOTE: It is recommended that students use a lock to secure their bicycles or scooters to a bike rack. The school is not responsible for the loss of any unsecured bicycles or scooters.

SCHOOL BUS TRANSPORTATION
Students who live in the designated busing areas have the opportunity to ride a school bus to and from school each day. It is important that students behave in a manner that ensures the safe movement of the busses to and from school. The driver's attention needs to be focused on traffic conditions. When a student's behavior is distracting to the driver, the lives of others are endangered. Students must:

- Obey the driver's instructions. The driver is in full charge of students when they are riding the bus. In cases where teachers or school administrators are on the bus, they are also authorized to enforce student discipline.
- Keep aisles clear. Remain seated until your stop. Students are not permitted in front of the passenger seating area while the bus is in motion.
- Maintain orderly conduct at all bus stops.
- Keep hands, arms, head, and all objects inside the bus. Keep your hands to yourself.
- Talk quietly. Do not yell or use vulgar or abusive language. Loud voices and shouting can be distracting to the driver.
- Not bring animals, firearms, knives, explosives, breakable glass items or other dangerous items on the bus. Keep cases and band instruments under control at all times.
- Be on time at their assigned bus stops. Bus drivers will not wait for students unless they are observed making an effort to reach the bus.
- Wait in a safe area, which is clear of traffic, and away from where the bus stops. Students must wait in an orderly manner and avoid inappropriate behavior. When unloading, students should clear the traffic area immediately.

Bus riding is a privilege - not a right. Inappropriate conduct at bus stops, on busses or in the process of loading or unloading may, result in the loss of bus privileges. Mesa Public Schools provide a publication titled Information & Guidelines for Elementary Students. These guidelines are updated by the district each year and distributed to parents at back-to-school time or when students enroll at our school after the school year begins.

Please review BUS RULES within that booklet with your student(s).

Parents should contact Broadway Transportation Satellite Office at 480-472-6101 or 480-472-6081 for questions or concerns related to Lowell bus transportation.

BUS/VAN STAGING AREA
For maximum safety, students are expected to clear the bus/van, drop off area immediately when they arrive. In the morning, all students must walk to the cafeteria whether they are getting breakfast at school or not. At 7:10 AM, students are released from the cafeteria. Students arriving at school at or after 7:10 AM may go to breakfast or to the playground if they had breakfast at home. In the afternoon, all students must walk to the bus, van or drop off areas.
The Mesa Public Schools Governing Board recognizes that the development of study skills and self-discipline are a prerequisite to achievement commensurate with potential. Homework is seen as an integral part of quality educational process. Homework shall be assigned to students on a routine and systematic basis, consistent with the district’s Governing Board Policy, Administrative Regulation including maturity, needs, potential, and achievement level of the student. **

**GOVERNING BOARD POLICY, District Code IKB**
In line with the general homework policy above set forth by the Governing Board of Mesa Public Schools, homework at Lowell Elementary School is planned for purposes including:

- Completing regular classroom assignments not completed at school
- Reinforcing the teaching of basic skills that students are going to be tested on by the state of Arizona
- Providing opportunity for individual academic extension —— higher level thinking and school work
- Making up work missed during absences from the classroom or when the student has neglected to do his/her school work
- Learning to work independently and develop self-discipline
- Accepting responsibility for completing assignments
- Developing better study skills
- Encouraging, enriching, and enhancing learning experiences with parent involvement time
- Homework is not used as a penalty

At the start of each school year, during Curriculum Night, teachers present information related to the homework policies for their specific grade level and their classroom level. Each teacher may format homework procedures and their specific classroom policies with adjustments that are designed to meet the individual needs of their classroom.

Specific homework policies and procedures are given by the teacher to each new student as they start the new school year or upon enrollment at Lowell after the school year has started.

If parents have any questions regarding homework, they should contact their child’s teacher. Homework assignments for all grade levels (kindergarten through sixth grade) occur Monday through Thursday. Friday exceptions may occur at grades 5 and 6 where students sometimes have projects which may require additional time for completion.

Additional homework may be appropriate in cases where a student has make-up assignments or has neglected to do required school work.

General guidelines regarding the amount of time to complete homework are shown as follows by grade level:

- **Kindergarten:** Days of the week Monday through Thursday, Time: 10 - 20 minutes
- **First Grade:** Days of the week Monday through Thursday, Time: 15 - 20 minutes
- **Second Grade:** Days of the week Monday through Thursday, Time: 20 - 30 minutes
- **Third Grade:** Days of the week Monday through Thursday, Time: 30 - 40 minutes
- **Fourth Grade:** Days of the week Monday through Thursday, Time: 30 - 40 minutes
- **Fifth Grade:** Days of the week Monday through Thursday, Time: 50 – 60 minutes
- **Sixth Grade:** Days of the week Monday through Thursday, Time: 50 – 60 minutes

These guidelines are reviewed and applied by each individual teacher in the application of homework for their students. Homework is adjusted by teachers to meet individual students’ needs.

Practicing math facts and practicing reading at home daily is part of the homework time for students. Additional parent involvement with helping children practice their math facts and practice their reading on weekends increases student success in math and reading.

Success in school is directly impacted by success in classroom work including school work. Success in JHS and HS are directly impacted by the success that occurs in the elementary school years.

Toward the success of each Lowell student, after school tutoring for students in need may occur. It will begin earlier in the school year and may continue past the AzMERIT Testing next spring (if funding and volunteers are available to help with this need).

Additional student success support plans new for Lowell for 2019-2020 include:

- Lunch & Learn
- Homework Club

Success in math and reading are the biggest curriculum success areas that we focus on.

More information and communication will come from your students’ teachers directly to parents after the school year begins during curriculum night. Parents are our partners in the schooling of our students. We will continue to support our teachers for them to be engaged at home with student support.

Every one of Lowell’s students are future College and Career Graduates. Our pledge is that we use all of the resources that we can find to make the biggest difference that every one of our students are entitled to in order to become College and Career Graduates in the years ahead.
The Mesa Public Schools Governing Board recognizes that student dress and grooming standards are generally a matter of personal choices. At the same time, student dress and grooming standards affect the general health, safety, and welfare of students and staff and contribute to the accomplishment of the district’s educational objectives:

- Creating and maintaining a safe and orderly learning environment,
- Achieving district curriculum standards and objectives,
- Fostering school pride and student self-esteem, and
- Adhering to social norms in preparation for future education and employment opportunities.

The summary of information that follows includes important information from the MPS Governing Board Policy JFCA and Administrative Regulation JFCA-R Student Dress and Grooming Standards to help parents and students better understand, and help students comply, with standards at school and school events. Each principal and School Improvement Advisory Council may supplement the following district-wide standards. Complete information is available in the school office from Lowell’s office secretaries.

### GENERAL

Personal appearance and dress are the responsibility of the student and the student's parent or guardian. (The Lowell staff helps students who need additional support in understanding and following dress and grooming standards.) Students may not dress or groom themselves in a manner that, in the judgment of the school administrator, through following district guidelines, presents a risk to the health, safety or general welfare of the student and other students or staff, is deemed counterproductive to the district’s educational objectives.

Students will refrain from displaying tattoos or wearing clothing, jewelry or other accessories that communicate, whether through language, images, symbols, art-work, color schemes or clothing styles:

- a message related to tobacco, alcohol, illegal drugs and other items that cannot be legally purchased or possessed by minors
- a message that advocates or promotes violence or terror
- a message that is sexually suggestive, vulgar, obscene or plainly offensive
- a message that would cause a student, parent, or staff member to feel threatened, intimidated or harassed because of the person's race, ethnicity, religion, gender or sexual orientation
- a message expressing gang membership, affiliation or support

The foregoing standards regarding “message” attire will be interpreted and applied by school administrators in a manner that supports district guidelines and avoids infringement of a student’s First Amendment rights.

### DRESS STANDARDS

Without limiting the general standard above, students must comply with the following dress standards at school and school events:

- Jeans, pants and trousers must be worn at the waist area and must not drag excessively on the ground. **No sagging, excessive holes or ripped clothing are allowed.**
- Clothing must cover the abdomen, back, buttocks, chest and genital areas. Tops that expose cleavage or bare shoulders are prohibited. When standing, tops must completely cover the midriff to the skirt, shorts or pants. **See-through clothing is prohibited.**
- Skin-tight outer clothing, such as spandex, is prohibited unless it is worn for a school-sponsored extracurricular activity (for example, dance or wrestling).
- Tube tops, halter and off the shoulder tops are prohibited. Tank tops and other sleeveless tops are permitted only if the straps are wider than 1½ inches and the armholes are no lower than 2 inches from the armpit. All clothing must be worn appropriately as deemed by the school.
- **Shorts must have at least a 2-inch inseam and extend to the tip of the student's fingers.**
- Dresses and skirts must extend at least 1 inch beyond the tip of the student's fingers.
- Clothing or attire by which an adolescent female student does not wear a bra or underwear, wears a bra or undergarments as outerwear, or wears clothing in a manner such that underwear is visible through outerwear, is prohibited.
- Clothing or attire by which an adolescent male student does not wear underwear, wears underwear as outerwear, or wears trousers or shorts so that underwear is visible is prohibited.
- Pajamas and other sleepwear are prohibited.
- Bandannas, hairnets and “do-rags” are prohibited.
- Hats or other head apparel may not be worn inside school buildings unless for religious, medical or safety purposes. Students will not be prohibited or discouraged from wearing hats or other clothing designed to reduce sun exposure while outdoors.
- **Sunglasses may be worn indoors only if there is a documented medical need to wear them.**
- Jewelry and accessories with studs, spikes, sharp objects or heavy chains are prohibited.
- Facial and tongue jewelry are prohibited. *(This was determined after past SIAC consultation)*
- Trench coats and other oversized clothing that can conceal contraband are prohibited.
• Footwear must be worn at all times. Shoes, such as “wheels in the heels,” pose safety hazards and shoes, such as cleats, may damage flooring and are prohibited.
• Safety dress requirements for specific classes must be followed. E.g. closed toe shoes only for P E classes. (This was determined after past SIAC consultation.)
• Dressing in costumes of any kind, unless special administrative permission has been given, is prohibited. (This was determined after past SIAC consultation.)
• Unnaturally colored hair and unnaturally styled hair is prohibited. (This was determined after past SIAC consultation and consultation with the MPS Legal Department.)

Grooming Standards
Without limiting the general standard above, students must comply with the following grooming standards at school and school events:
• Students are expected to bathe and groom themselves regularly so that any lack of personal hygiene is not disruptive to students or staff.
• Heavy mascara, heavy eye shadow, and other heavy use of make-up that give the student a disturbing or distracting appearance, or impede ability to focus on learning is prohibited. Face paint is prohibited.

AUTHORITY OF SCHOOL PRINCIPAL
The foregoing standards are adopted for the purpose of making clear and consistent the expectations of the district with regard to dress and grooming practices in all of the district’s schools. At the same time, the district recognizes that fashion trends change and, thus, it may be necessary for a school principal to clarify or address issues that are not adequately addressed by the dress and grooming standards. Also, it is recognized that a school may wish to adopt additional measurable clothing standards to make compliance and enforcement easier for staff and students. Accordingly, each school principal, in consultation with his or her school improvement advisory council (SIAC consultation), is authorized to supplement the standards as necessary to address specific dress or grooming issues in the school.

COMPLIANCE WITH STANDARDS
Administrative Regulation JFCA-R reads, in part, “Elementary students who violate the dress and grooming standards will be warned and a building administrator (or administrator approved designee – a Lowell teacher) will advise the parent or guardian of the problem.”
Repeate Occurrences will be addressed in accordance with the district’s current “Elementary Students Information & Guidelines” handbook, page 4, “Dress and Grooming”; and pages 16 &17, “Dress Standard Violation”.

Support Actions for Students with Dress or Grooming Concerns:
• Teacher will review the dress/grooming concern with the student, and will also contact the parent.
• For necessary dress-standard clothing changes, student will be referred to the school health office for a cover-up or change of clothing. Health Room staff will also call home as a courtesy.
The Mesa Public Schools Governing Board Policy for Student Dress and Grooming Standards are applied the same within Lowell’s Uniform Policy and must be followed by all students.

Lowell has a uniform policy. Below you will find the guidelines for this policy. This information will help you as you dress your child for success.

STANDARD SCHOOL CLOTHING: All students will wear standard school uniform clothing. The clothing may not be altered in a manner that includes, but is not limited to decorative buttons, slits, colored stitching, shredded hems, designs, string, etc. Uniforms should be clean and in good repair.

BOYS: Plain colored red or navy blue polo shirts with long or short sleeves. Solid khaki colored and style pants or shorts (4” or longer inseam). No sweatpants. No jean material, skinny or otherwise. No cargo pants or pants with elastic waistbands or elastic ankle bands.

GIRLS: Plain colored red or navy blue polo shirts with long or short sleeves. Solid khaki colored and style pants, capris or shorts (4” or longer inseam), skirts, skorts, or jumpers if hem touches fingertips when at the side. No stretchy fabric “jeggins” (leggings pants). No leggings. No jean material, skinny or otherwise. No cargo pants. Girls may wear solid black, red, navy blue or white tights under shorts or capris; no sweatpants.

Other general items of importance:

- OVERSIZED CLOTHING: Baggy or oversized clothing is not permitted. Clothing may not be more than one size larger than the student’s clothing size. No sagging, dragging or bagging of clothing is allowed.
- BELTS: Black or brown belts are encouraged. They may not be more than 1” size larger than the student’s waist. The belt may not hang.
- SHIRTS AND BLOUSES: Shirts and blouses must be tucked in at all times except during PE or recess.
- UNDERGARMENTS: No undergarments may show. A plain white T-shirt may be worn under the uniform shirt. The sleeves may not show below the uniform shirt sleeves.
- HATS: Hats may only be worn outside.
- SOCKS/TIGHTS: Solid black, navy blue, red or white socks. Tights need to be solid black, navy blue, red, white. No print or designs.
- SHOES: For safety reasons, close-toed shoes are required. No sandals are permitted. Shoes with wheels are not permitted; shoes may not have heels higher than 1”.

- COLD WEATHER: Long sleeved solid color black, red, navy blue or white turtle neck shirts or T-shirts may be worn under the uniform polo/dress shirt. Non-hooded solid red or navy blue sweatshirts or sweaters can be worn in the classroom only if the uniform polo shirt collar is displayed over top. Hooded sweatshirts can only be worn as outerwear and must be removed when students enter the classroom. Suggested outside jacket colors are red and navy blue, or khaki. Jackets are not to be worn in the classroom. Outerwear not allowed to be worn around waist.

- ACCESSORIES: Buttons, jewelry, etc., may not display vulgar, obscene or offensive messages. Anything that might interfere with school activities or promote anything that would be illegal for students (tobacco, alcohol, drugs) is not permitted. Earrings may NOT be larger than 1” in diameter or dangle longer than 1”. Any inappropriate item will need to be removed and taken home after school.

- PERSONAL APPEARANCE: Make-up, including colored lip gloss, is not permitted. Hair color must be of natural origin. No orange, blue, bright red or other unnatural colors are permitted. Fake nails are not allowed.

All Lowell students are expected to dress properly in standard school uniform attire daily. It is the parent’s responsibility to ensure compliance with the dress code. Uniforms, that meet Lowell’s Uniform Policy, are provided FREE to all students at Meet the Teacher in August.

Interpretation of the dress code rests with the Principal or the designee as the need arises during the school year. Students who come to school out of uniform will be asked to change for the day into clothes provided by the school and a telephone call will be made to the parent. Detention or in-school suspension will be a consequence if a student continues to break uniform policies.
Classroom Visits and Appointments with Teachers

- Parents are encouraged to visit the classrooms of their children. Through class visits, parents can better understand the instructional processes and class procedures. Visits to the classroom should be scheduled beforehand. For student safety reasons, MPS district policy requires that any person visiting the campus must first check in with the school office.

- Parents are also encouraged to meet with their child’s teacher for individual conferences when they are needed. These conferences greatly improve the learning communication between the home and the school. Please arrange for a conference with the teacher in advance so that it can be scheduled outside of regular school hours. Please call the teacher directly or the office at 472-1400 to arrange an appointment.

- MPS policy does not allow students who are not registered at the school to visit during school hours.

Parent/Teacher Conference Guidelines

Parent-Teacher conferences are scheduled by the school district twice during the school year, in the fall and in January after the 1st and 2nd grading periods. The allotted conference time is twenty minutes and coordination occurs to make sure siblings are scheduled in back to back time slots. Before the conference, teachers will send home a form that indicates the conference time and allows parents to respond as to whether or not that time period is acceptable. During the conferences, the written student report card is reviewed, as well as any other student matters that the teacher or parent may need to discuss.

Effective Parent/Teacher Conferences

An effective parent/teacher conference is one of the best ways for the parent and teacher to establish a partnership to work together for the child’s success. Your knowledge of your child and your point of view are important to the teacher. A teacher’s professional viewpoint, training, and information regarding your child’s progress are important to you. The parent/teacher conference is the time for this important exchange of information to take place.

How Parents can prepare for Conferences

Preparing for the conference:

- Talk to your child before you go.
- Write things down that you feel would be helpful for the teacher to know, such as any unusual stress at home, sibling interactions, outside activities, etc.
- Write down questions you have for the teacher.
- Write down questions you have about your child.
- Include questions you have about why things are done in a certain way. (Example: what happens to the homework when it is handed in?)
- Whenever possible, both parents should attend.

During the Conference

- Tell the teacher the things you have listed in your notes from home that you think would be helpful for the teacher to know.
- Ask the questions on your list.
- If you do not understand something, immediately ask to have it explained.
- Ask the teacher what specific activities you can do at home to help your child’s progress.
- Take notes during the conference so you can remember what was said.

After the Conference

- Share what occurred at the conference with your child.
- Follow through with the action plan.
When children become good readers in the early grades, they are more likely to become better learners throughout their school years and beyond. (The first three years they learn to read, after that they read to learn.)

Learning to read is hard work for children. Scientific based research shows how to give each child a good start in reading.

Becoming a reader involves the development of important skills, including learning to:
- **Use** language in conversation.
- **Listen** and respond to stories read aloud.
- **Recognize** and name the letters of the alphabet.
- **Listen** to the sounds of spoken language.
- **Connect** sounds to letters to figure out the “code” of reading.
- **Read** daily so that recognizing words becomes easy and automatic.
- **Learn** and use new words.
- **Understand** what is read.

Kindergarten teachers set the stage for your child to learn to read with some critical early skills. First, second, and third grade teachers then take up the task of building the skills that children will use every day for the rest of their lives. Fourth, fifth and sixth grade teachers continue to develop each child’s comprehension, fluency, and vocabulary skills.

As a parent, you can help by understanding what teachers are teaching and by asking questions about your child’s progress and the classroom reading program. Learning to read well takes practice, more practice than children get during the school day.

**At home Parents can help by...**

- **Practicing** the sounds of language. Read books with rhymes. Teach your child rhymes, short poems, and songs. Play simple word games: How many words can you make up that sound like the word “bat”?
- **Helping** your child take spoken words apart and put them together. Help your child separate the sounds in words, listen for beginning and ending sounds, and put separate sounds together.
- **Practicing** the alphabet. By pointing out letters wherever you see them and by reading alphabet books.
- **Pointing** out the letter-sound relationships. Your child learns by reading labels, boxes, newspapers, magazines, and signs.
- **Listening** to your child read words and books from school. Be patient and listen as your child practices. Let your child know you are proud of his/her reading.
- **Rereading** familiar books. Children need practice in reading comfortably and with expression using books they know.
- **Building** reading accuracy. As your child is reading aloud, point out words he missed and help him read words correctly. If you stop to focus on a word, have your child reread the whole sentence to be sure he understands the meaning.
- **Building** reading comprehension. Talk with your child about what she/he is reading. Ask about new words.
  - Talk about what happened in a story. Ask about the characters, places, and events that took place.
  - Ask what new information she/he has learned from the book. Encourage your child to read on his/her own.
- **Sharing** conversations with your child over meal times and other times you are together. Children learn words more easily when they hear them spoken often. Introduce new and interesting words at every opportunity.
- **Reading** together every day. Spend time talking about stories, pictures, and words.
- **Being** your child’s best advocate. Keep informed about your child’s progress in reading and ask the teacher about ways you can help.
- **Being** a reader and a writer. Children learn habits from the people around them.
- **Visiting** the library often. Story times, computers, homework help and other exciting activities await the entire family.
How to Help Your Child Succeed in Reading

"Above all, children love to be read to. It is a special time for them to be close to the grown-ups who care for them, and a wonderful way to feel loved."

- Barbara Bush, 1993

Reading Aloud and Modeling Reading
Reading aloud to your child, and letting them see you reading, are two of the best ways to help them on the road to literacy. It's never too early to start!

Listening to Your Children Read
Once a child learns to read, she/he needs lots of practice. Most children enjoy reading every other page with an adult. You read the first page, she/he will read the second, and so forth. With an older child you might each read a chapter.

Having Book Conversations with Your Child
Sharing may take place in many ways; book conversations, journals, or drawing. Talk about the book with your child. What was the book about? Did you like the book? What was your favorite or least favorite part? Which character was your favorite?
Lowell’s strong reading curriculum has been developed based on the best practices implemented through the State’s Reading First program. The scientifically based research, defined by the National Reading Panel determined that effective reading instruction includes five essential components of reading. These are:

1. **Phonemic Awareness**: Teaching children to break apart and manipulate the sounds in words.
2. **Phonics**: Teaching children that these sounds are represented by letters of the alphabet which can be blended together to form words.
3. **Fluency**: Having children practice what they’ve learned by reading aloud with guidance and feedback.
4. **Vocabulary**: Teaching children word meaning.
5. **Comprehension**: Applying strategies to guide and improve comprehension; understanding what is read.

These five elements are the CRITICAL parts of becoming a good reader.

By consistently and systematically using valid and reliable screening, diagnostic evaluation, progress monitoring and outcome assessments we are able to determine how best to reach each student and to give them immediate attention.

Each student receive 60 minutes minimum of daily core reading instruction and 30 minutes of remediation or enrichment instruction. By consistently monitoring student progress, teachers are able to track the student’s needs, and through adjustments in small group instruction, meet those needs.
Lowell’s Media Center

“What a school thinks about a library is a measure of what it thinks about education” -Howard Howe

School library media centers introduce your children to a wide variety of ideas and experiences by giving them the ability to locate and use information independently. During Media Center class time, Lowell students will learn and practice grade level appropriate information skills, including:

- Location of fiction, easy, bilingual, non-fiction e-books both print and internet resources and reference materials
- Parts of a book
- Authors/Awards
- Research techniques using both print and internet, encyclopedia, atlas, almanac, dictionary, thesaurus, databases, LibGuides and other internet resources.

Community Support:
Make your support of school media centers known, and volunteer to help. We can always use additional parent help and support in our Media Center.

The Library Media Center will:
- Provide access to materials in a variety of formats
- Provide instruction in the use of materials and equipment
- Develop positive learning experiences and leadership skills that will contribute to lifelong learning
- Integrate the library/media program into the curriculum
- Commit to becoming a partner with administrators, teachers, and parents in providing students with unrestricted access to information and ideas

Curriculum Goals:
Direct instruction and Library/Media Center materials are intended to support, complement, and extend classroom instruction. Library/Media Center instruction is intended to develop a life-long enjoyment of reading.
Health Office

Nurse: 480-472-1485
Health Assistant: 480-472-1486

Our School Nurse is Yadi Lee, RN and the Health Assistant is Delia Saucedo, HA. One or both of these ladies are in the Health Office every day to assist students with illnesses or injury related problems, administer medications, conduct health screenings, enforce immunization compliance, provide health education, and assist families with obtaining medical services.

Emergency Medical Information
It is imperative that you notify the nurse if your child has a medical condition such as diabetes, seizure disorder, asthma, heart disease, allergies (environmental and food), a physical disability, etc. This will help all the school staff have the needed awareness and will be able to better serve your child. This information will be noted in the student’s school health records and updated as needed.

Illness
School is no place for a sick child. Please do not send your child to school if he/she has had a fever, rash, diarrhea, vomiting, deep cough, or a communicable disease such as chickenpox, strep throat, pink eye, etc. in the last 24 hours. You will be notified if your child becomes ill enough to be removed from school, sustains more than a minor injury, or has an emergency. It is the parent's responsibility to make arrangements to pick up an ill or injured child as promptly as possible.

Emergency Contact Phone Numbers
Parents or guardians may need to be contacted when a child needs to be sent home for illness or injury. All students should have a parent or guardian's home, cellular, and work phone numbers on file and they need to be kept current at all times. Phone numbers of two other emergency contacts must be provided in case the parent or guardian cannot be contacted. If a student needs emergency care, and a parent or guardian cannot be reached, 911 will be called.

Medications
Administering medication to students is an important and vital responsibility of the Nurse and Health Assistant. When it is necessary for a student to receive a medication during the school day, the following procedure has been established to ensure the protection of the students and school, and to assure compliance with MPS Policy (JCHD).

- The School Nurse/Health Assistant or School Nurse Designee may give medication to students when required during the school day. Parent or guardian must sign a medication consent form which is placed in the student’s medication record.
- Medications that are to be given longer than 5 days will require a physician's order. In order to ensure student safety, the parent/guardian should transport medication to and from school. Medications to be given two and three times a day should be administered at home unless specifically ordered by the medical provider to be given during the school day.
- Students with a special health care need may receive medication as indicated in their Individual Healthcare Plan.
- Any medication that the school nurse feels is unsafe must not be given until medical provider clarification is obtained. School nurses must follow all State Scope of Practice regulations.

All prescription medication must be in a properly labeled container from the pharmacy, must have physician name and all prescribing instructions. Expired prescriptions will not be accepted. Please do not send unlabeled medication with your child.

Please call or visit the health office with medication questions or clarification of policy and procedures.

Immunizations
Before a child may attend any Arizona school or child care center (public, private, parochial, or charter), Arizona law requires that an immunization record be presented to the school or child care staff by the parent/guardian. It is the responsibility of the parent/guardian to furnish the school with the official immunization record which includes the month, day, and year of each immunization. If the student's immunizations are not complete or up to date, the student may be excluded from attendance until the needed immunization is received. Please contact the health office for information about organizations that offer free immunization throughout the year.
At Lowell Elementary, K-6 grade students receive a 30 minute general music lesson once a week. General music classes are taught using the MPS General Music Curriculum that is based on the Arizona state music education standards. Some attributes of the general music program throughout the K-6 curriculum include:

- All students are involved in music learning experiences that represent a wide range of musical processes, including moving, speaking/singing, listening, playing, reading/notating and creating/improvising.
- A layered elemental ensemble approach characterizes the curriculum, beginning with speech, movement and song. This is extended to include playing unpitched percussion instruments, barred instruments, recorder and others.
- Iconic notation is used as a bridge to traditional music notation.
- Students are regularly assessed as they participate in class.
- Lessons are designed to give students a high degree of success.
- The general music program functions as part of the total educational program in the schools. Certified music teachers and classroom teachers integrate appropriate content when possible to reinforce continuity in student learning. The discipline learned in the music ensemble experience transfers and supports classroom learning in all areas.
- The general music program provides opportunities for students to demonstrate their skills and abilities. Students perform for each other and their classroom teachers, as well as in demonstrations and programs for the school, parents and community.

Students at Lowell are also given the opportunity to join band and orchestra. These are pull out programs, meaning that students participating in these programs will be pulled out of a regular classroom to attend. Students in band and orchestra are required to make up any work that is missed during the time they are in their pullout. Students may begin orchestra in the 4th grade and may continue through 5th and 6th grade. Band students begin in the 5th grade and may continue through 6th grade. More information may be found at www.mpsaz.org/arts under the Music Education tab.

The MPS Music Education Program provides support services for all elementary and secondary schools. The primary focus of the various programs, including band, choral music, general music, harp and orchestra is to develop comprehensive musicianship.

The support and encouragement of administrators and the community have been instrumental in helping the music program evolve to a high level of excellence. The real benefactors are the young musicians who bring their talents and skills to their peers, teachers, parents and the entire community.

A special kind of learning takes place in music classes that impacts the intellectual and emotional development of our students. Ultimately, we want each student to become the best person possible. Music education offers a pathway to this educational destination. We truly believe that a grounding in the arts will help the children of Mesa grow wiser and become solid, productive citizens for life.
Positive Behavioral Interventions and Supports (PBIS)

In the spring of 2016, the Mesa Public Schools Administration, directed that PBIS would be part of the instructional program at all schools. The framework is being implemented toward improving behavioral and academic outcomes for all students.

School-Wide Positive Behavior Expectations are a set of strategies and systems to increase the ability of our school to:

- Reduce in-school office discipline referrals (ODR)
- Educate ALL students

- Clearly define outcomes both positive & negative
- Use research-validated practices
- Support administrative systems
- Teach and model behavioral expectations

School-Wide Positive Behavior Supports are a set of strategies and systems to:

- Establish regular, predictable, positive learning & teaching environments
- Create systems for providing regular positive feedback

- Acknowledge students when they are "doing the right thing"

- Improve social interaction and competence
- Create an environment of respect and rapport that support high expectations and academic success

Lowell students will show "Roadrunner Pride" throughout the school day earning "Triple R" cards. They do this by:

Being Safe ~ Being Respectful ~ Being Responsible ~ Being a Team Player

Positive Acknowledgement System
The acknowledgement system is a feature of the "Lowell Triple R" behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate positive behaviors. This program works in conjunction with school-wide and classroom goals. Teachers will recognize students as they demonstrate the four behavioral expectations that have been taught.

Triple R Card
When staff observes a student Being Safe, Being Respectful, Being Responsible, Being a Team Player they will acknowledge them by giving a “Triple R” card.

Triple R Drawings
When a Triple R card is given out, the student will fill out their name, date and room number. Students will turn these into their classroom and every week they will be taken up to the office for a drawing from the Principal. The student will receive a small prize from the principal after being drawn.

Handling Infractions of Behavioral Expectations
Lowell Elementary will address behaviors in two different ways. The first type of response can be from the teacher through a Minor Infraction Report (MIR). MIR's will be used when the behavior is minor and a teacher can handle it. The second type of response will be through an Office Discipline Referral (ODR). ODR's will be used when the behavior warrants office involvement.

Behaviors that will warrant a Minor Infraction Report (MIR) include:

- Disruptive
- Defiant
- Disrespectful
- Dress code violation
- Disorderly conduct
- Fighting (Minor)
- Inappropriate Language
- Dishonesty (Minor)
- Theft (Minor)
- Cheating
- Forgery
- Plagiarism
- Failure to follow school rules
- Sleeping
- Electronic device violation
- Vandalism (Minor)

Behaviors that will warrant an Office Discipline Referral (ODR) include:

- Fighting or Assault
- Physical Aggression
- Bullying
- Harassment
- 3 MIR's for same behavior within two week period
- Drugs/Alcohol/ Weapons
- Sexual Harassment/Offense
- Abusive Language
- Dishonesty (Major)
- Defiance (Major)
- Disrespect (Major)
- Theft (Major)
- Vandalism (Major)
- Arson
- Bus Violation
- Discrimination

During the 2018-2019 School year, the MPS Superintendent advised schools that participation in PBIS is a local school decision. We will continue to evaluate the effectiveness of PBIS strategies and adjust as needed for supporting our students.
## Lowell’s Expectation Matrix

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<tr>
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<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Be a Team Player</th>
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<tr>
<td>Classroom &amp; Substitute</td>
<td>• Use materials appropriately</td>
<td>• SLANT (correctly)</td>
<td>• Be prepared</td>
<td>• Accept consequences</td>
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<td></td>
<td>• Keep hands and feet to self</td>
<td>• Enter quietly/indoor voice</td>
<td>• Clean up after yourself</td>
<td>• Help others</td>
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<td></td>
<td>• Walking feet</td>
<td>• Use kind and friendly words</td>
<td>• Maintain organization</td>
<td>• Solve problems</td>
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<td>• Keeping composure</td>
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<td>• Show your best effort</td>
<td>• Solve problems</td>
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<td>• Keep cell phones off and out of possession</td>
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<tr>
<td>Restroom</td>
<td>• Use property appropriately</td>
<td>• Respect property</td>
<td>• Follow restroom procedures</td>
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<td></td>
<td>• Maintain composure</td>
<td>• Respect privacy</td>
<td>• Flush</td>
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<td></td>
<td>• Walking feet</td>
<td>• Use polite restroom manners</td>
<td>• Wash and dry hands thoroughly</td>
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<td></td>
<td>• Report issues</td>
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<td>• Leave cell phone in classroom/out of</td>
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<td>possession</td>
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<tr>
<td>Playground</td>
<td>• Walk on cement and sand</td>
<td>• Use polite words</td>
<td>• Report playground issues to aide</td>
<td>• Use restroom at appropriate time</td>
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<td></td>
<td>• Use equipment properly</td>
<td>• Listen to and respect playground aides</td>
<td>• Return equipment</td>
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<td></td>
<td>• Safe play</td>
<td></td>
<td>• Line up immediately when whistle blows</td>
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<td>• Keep cell phones off and out of possession</td>
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<td>• Keep food on tray while eating</td>
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<td>• Keep food on tray while eating</td>
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<td>• Keep food and drinks in the cafeteria only</td>
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<td>• Stay in line</td>
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<td></td>
<td>• Even if it’s not yours, throw it away</td>
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<td>• Keep food on tray while eating</td>
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<td>• Share equipment</td>
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<td>• Include students</td>
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<td>• Play fair and share</td>
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<td>• Accept consequences</td>
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<td>• Help others</td>
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<td>• Solve problems</td>
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<td>• Stay in lane</td>
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<td>• Only talk to elbow partners</td>
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<td>• Keep cell phones off and out of possession</td>
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<td>• Lock up transportation items</td>
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<td>• Arrive on time (7:40am)</td>
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<td>• Come to school ready to learn with all</td>
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<td>• Leave campus ready to learn with all</td>
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<td>• Participate in before/after school activities</td>
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<td>• Go where you need to go</td>
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<td>• Return to class promptly</td>
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<td>• Stay on cement</td>
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<td>• Smile and wave silently</td>
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<td>• Use the ‘micro-wave’</td>
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<td>• Participate in before/after school activities</td>
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<td>• Be respectful to the community around you</td>
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<td>• Be friendly to Lowell peers</td>
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<td>• Participate in before/after school activities</td>
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<td>• Use sidewalks and crosswalks</td>
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<td>• Only talk to people you know</td>
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<td>• Walk bikes, scooters, etc. when on campus</td>
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<td>• Be respectful to the community around you</td>
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<td>• Be friendly to Lowell peers</td>
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Title I Program

Title I is named for the chapter of federal law that established these programs to support schools in greatest need of support. Title I programs in Mesa serve students from pre-school through junior high. Parental involvement is critical. Each site develops a School Improvement Action Plan (SIAP) which includes goals based upon multiple sources of data and research-based programs and strategies.

Lowell Elementary School is designated a Title I School Wide Project. As such, funding is received from the U.S. Department of Education, and administered through the Arizona Department of Education. As a Title I School Wide Project, every student at Lowell is eligible to benefit from educational opportunities designed to help our students learn the Mesa Public Schools Curriculum and Arizona Academic Standards.

Listed below are some of these Title I Funded Programs at Lowell Elementary:

- In all of our full-day kindergarten classes, the hours of kindergarten Instructional Assistants are extended to enable them to be present throughout the school day, providing opportunities for individual and small group instruction.
- In our reading program, under the direct supervision of a Certified Reading Interventionist, Instructional Assistants tutor students needing additional reading instruction.
- In our Media Center, Title I supports monthly Family Reading Nights for parents and children and throughout the year sponsors numerous opportunities for parents to become involved with their students’ learning.
- In the summer, Title I provides Summer School.
- Title I also provides for After School Tutoring in reading and math.
- Title I provides two parent informational meetings each year. The fall meeting is held in conjunction with Curriculum Night. The early spring meeting is held during a PTO Parent Night.
- Title I provides funds that allow our school to purchase 21st Century technology for all of our students to use and benefit from.

It is Lowell’s goal to bring the resources of the home and school together to help our students achieve!

For more information about Title I, please visit http://www.mpsaz.org/title_1
A Lowell’s School Improvement Advisory Council is an advisory group of equal number of parents and teachers that meets with the principal each month of the school year, when there is business to attend to. (See the bulleted list below)

The SIAC at Lowell meets on the first Monday of each month. The SIAC complies with the requirements of the state open meeting law by providing public access, creating and posting a meeting agenda, and keeping minutes of each meeting. The SIAC will maintain diversity among members so that its membership is representative of the school community. Each SIAC may exercise the following duties:

- Review the school’s goals.
- Review the statistical results of the school’s parent satisfaction survey.
- Review the school’s report card prepared by the Arizona Department of Education.
- Review the school’s student handbook.
- Review the school's rules regarding student safety and discipline, including dress and grooming.
- Review a request for optional student travel when SIAC review is required by district policy.
- Determine the distribution of extracurricular activity tax credit contributions that have not been designated for a specific activity by the contributor.
- Review and adopt the school’s parent involvement guide if the school is a Title I school.
Show me your Friends, And I will show you your Future!
-Ritchie McKay
College Basketball Coach

The Real Measure
You can use most any measure when you’re speaking of success. You can measure it in a fancy home, expensive car or dress. But the measure of your real success is one you cannot spend. It’s the way your child describes you when talking to a friend.

Quotes to Live by

Two Things
There are two things that we can give children every day. They don't cost anything and we never run out of them!
“Smiles and kind words”
- C.L. Street

Kindness like a boomerang always returns.

A Point to Ponder
If you want your children to improve, let them hear the nice things you say about them to others.
- Haim Ginott

SELF ESTEEM
A child may not remember what you say, but they will remember how you say it.

Attitudes are Contagious!
Is yours worth catching?