

Old Wire Road Elementary
3001 South Old Wire Road
Rogers, Arkansas 72758
479-631-3510



Parent Information
Student Handbook
2023-2024

Old Wire Road Elementary School

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Rogers, AR 72758
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Welcome to the Old Wire Road Elementary. As a professional learning community, we work to create an environment where all children are cherished and develop memories of a safe environment with caring adults and exciting knowledge acquisition, compassion, inspiration and affirmation. We are committed to working together to support each other and each child's journey.

At Old Wire we celebrate successes and provide enrichment to challenge our children. We discover weaknesses through our consistent assessment and provide remediation. We look at each child and differentiate education to meet the needs of each individual. As we provide the children with what is needed at school, we believe that education also occurs in each home and in the community. In order for our students to achieve the highest levels of achievement possible, you must be involved. With our combined efforts, our children can become what they dream. We look forward to cooperating with you to provide students with the best opportunities available. We encourage you to follow your child's progress closely.

Once again, welcome to Old Wire!

Cassie Cartwright, Principal
Sarah Vanston, Assistant Principal

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sarah.vanston@rpsar.net

www.rogersschools.net

Daily Schedule

7:15 AM.....Doors Open
7:30 AM.....Breakfast is served
7:30 AM.....Instruction Begins
10:30-12:30.....Lunch Periods
2:45.....Dismissal

Visit <https://www.rogersschools.net/oldwire> for detailed and updated information throughout the school year. A monthly school calendar and other school specific information are posted on the Old Wire link or can be obtained from the school office.

Mission Statement

At Old Wire We All BELONG, All LEARN, All SUCCEED

Arrival at School

Doors will open at 7:15 a.m. Students who arrive at school before 7:15 a.m. are not supervised.

All students will report to the hallway where they will be seated with their class. An adult will be on duty. All of our students participate in Breakfast in the Classroom, which is a free program. Please refrain from going with your student to the classroom. Breakfast is served until 7:45. At 7:45 the tardy bell rings and instruction begins.

EQUAL OPPORTUNITY: The Rogers Public School District does not discriminate in its policies and programs on the basis of race, color, creed, religion, age, sex, handicap, national origin, or ancestry. Inquiries concerning the application of Title IX or Title VI, may be referred to the Equity Coordinator; 500 West Walnut, 363-3910

Attendance

Arriving late or leaving early will result in absences as follows:

- 1 tardy anytime a student is not in their room by the 7:45 a.m. bell or is checked-out prior to the dismissal bell
- 2-4 hours of missed time: ½ of an absence
- More than 4 hours of missed time: 1 absence

Please review the district handbook for the complete attendance policy.

Check-out Procedure

If a student needs to leave during the day, a parent must sign the student out in the office. The student will be called to the office. A student will be released only to the parent unless the parent has added another name to “eschool”, saying it is ok for that individual to check them out of school. Identification will be required.

Birthdays

Please DO NOT send birthday treats to school with your child. State laws now regulate and restrict foods in schools, and parents may not provide food for any student other than their own child. Parents are also discouraged from sending flowers or balloons to school for their child. Deliveries of this sort disrupt the learning process in the classroom. Flowers or balloons that do arrive will be kept in the office for the student to pick-up at the end of the day. Flowers or balloons are not allowed on school buses.

Please DO NOT send party invitations unless you send an invitation for each child in the class.

Cafeteria

	Price	Reduced Price*	Adult
Breakfast	Free Breakfast in the Classroom	\$.30 per day	\$2.10 per day
Lunch	\$2.45 per day Extra milk .35	\$.40 per day Extra milk .35	\$3.75 per day

** Applications for free or reduced priced meals will be sent home with each student at the beginning of the school year and are available in the office*

- Parents may pay for more than one week at a time with cash or checks made out to Old Wire Elementary. All payments should be sent in a sealed envelope labeled with the student’s name, grade, and teacher’s name.
- Students will not be allowed to make phone calls for forgotten lunch money. Parents will be notified automatically (by letter) when a balance becomes negative.
- Parents having lunch in the cafeteria with their child are encouraged to eat the school lunch or a prepared sack lunch from home. This will encourage participation in the nutritious school lunch program. Parents and their child will be seated at a table reserved for this purpose. Soda pop and “fast-food” sack lunches, such as “McDonald’s, are not encouraged in the cafeteria.

Car Rider Procedures

Before and after school are times to be especially cautious when driving around the school. The main front doors (Old Wire Road entrance) are to be used for dropping off and picking up car riders. These procedures are in place to ensure the safety of your child, as well as the safety of others.

In the morning:

- Parents must pull up to the front of the loading zone in a single file line so that the cars behind you may also unload. **Do not drop your child off in the parking lot; it is extremely dangerous!**
- If you would like to volunteer to assist children during this time, please contact the front office.
- Please ensure your child arrives **no later than 7:40** in order to get to class on time.

At dismissal:

- Car riders are to wait inside the front door until their names are called.
- Cars form two lines and pull up as directed.
- Students are instructed to walk to a specific colored paw print on the sidewalk where they will meet their vehicle and load.

- If you need to change how your child gets home, you must send a note to the teacher and call the Old Wire office by 2:00 p.m. that day to ensure that your student gets the message in time.

Parents are asked not to park in the lot and walk in the building to pick-up their child unless they are taking care of other school business (i.e. talk with a teacher, business in the office, etc.). Students are not allowed to be picked up or dropped off in the back bus lot. This lot is for the loading and unloading of school buses and approved shuttles only. It is against Arkansas State Law for a vehicle to pass a school bus that is loading or unloading.

Kids World

Kids World is a child care facility that operates at Old Wire after school hours. They are separate from Old Wire. If your child attends Kids World and you let them know of a change in their after school schedule, you must let the Old Wire office know as well. If you would like to sign your child up for Kids World, please call 631-3572. Fees will apply.

Change of Address, Telephone Number, or Employment

It is extremely important that every student maintain an up-to-date address and working phone number on file in the school office. Please contact the school immediately when information changes. It is imperative that we know how to reach you in case an emergency arises.

Concerns

Any person who feels concerned about any matter connected with Old Wire Elementary should first contact the appropriate teacher, staff member, assistant principal or principal. If the concern cannot be resolved, the Assistant Superintendent may be contacted, followed by the Superintendent.

Discipline Policy

We are a PBIS school. We follow PAWS expectations and reinforce with rewards.

Old Wire Elementary

Hallway Expectations

<https://www.youtube.com/watch?v=Vu9bisi3ZyQ&feature=youtu.be>

Practice Respect	Accept Responsibility	Work Together Cooperatively	Safe First
<ul style="list-style-type: none"> • Admire work displays with your eyes rather than your hands • We respect others in the hallway • We whisper when spoken to 	<ul style="list-style-type: none"> • We help keep hallways neat and clean • We give others personal space • We respect student learning 	<ul style="list-style-type: none"> • We keep up with our class • We walk on the right side • We use silent greetings only. 	<ul style="list-style-type: none"> • We walk facing forward • We keep our body parts to ourselves • We carry our materials properly. • Stay in our assigned space • Use hand sanitizer appropriately

Cafeteria Expectations

Practice Respect	Accept Responsibility	Work Together Cooperatively	Safety First
<ul style="list-style-type: none"> ● We are kind to others ● We always follow the directions of adults ● We use proper table manners 	<ul style="list-style-type: none"> ● We leave others' food alone ● We clean up after ourselves 	<ul style="list-style-type: none"> ● We stay seated at our table ● We quietly line up after lunch 	<ul style="list-style-type: none"> ● We walk ● We raise our hand for help ● We walk when moving from place to place.

Restroom Expectations

Practice Respect	Accept Responsibility	Work Together Cooperatively	Safe
<ul style="list-style-type: none"> ● We respect the privacy of others ● We place paper towels in trash cans. 	<ul style="list-style-type: none"> ● We go, flush wash, leave. ● We keep it clean. ● We are in and out quickly. 	<ul style="list-style-type: none"> ● We wash our hands every time we visit restroom ● We use whisper voice in the restroom 	<ul style="list-style-type: none"> ● We walk from place to place. ● We practice good health habits. ● Stay in our assigned space ● Use hand sanitizer appropriately

Classroom Expectations

Practice Respect	Accept Responsibility	Work Together Cooperatively	Safe
<ul style="list-style-type: none"> • We raise our hands to speak • We listen to our teacher 	<ul style="list-style-type: none"> • We pay attention by looking at the teacher/speaker • We hold our bubble/remain silent while others are speaking • We wait our turn to speak • We start, finish, and turn in our work on time 	<ul style="list-style-type: none"> • We take turns • We help each other out • We listen to one another 	<ul style="list-style-type: none"> • We respect each other's personal space • We walk in the classroom. • Stay in our assigned space • Use hand sanitizer appropriately

Recess Expectations

Practice Respect	Accept Responsibility	Work Together Cooperatively	Safe
<ul style="list-style-type: none"> • We take turns • We use manners • Follow the directions of the adult • We use appropriate language 	<ul style="list-style-type: none"> • We practice self control • We follow playground and game rules • We play fair 	<ul style="list-style-type: none"> • We always welcome our friends to play • We choose activities that we can all play together 	<ul style="list-style-type: none"> • We are a good example to others. • We keep our hands to ourselves • We ask adults for help with problems. (equipment) • Stay in our assigned space • Use hand sanitizer appropriately • We play in our zone

Assembly

Practice Respect	Accept Responsibility	Work Together Cooperatively	Safe
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<ul style="list-style-type: none"> • We keep our eyes on the speaker • We use active listening behavior 	<ul style="list-style-type: none"> • We sit on our bottom • We keep silent unless directed to speak 	<ul style="list-style-type: none"> • We participate at proper times • We sit in our own space • We support and encourage each other to be a part of a positive school culture 	<ul style="list-style-type: none"> • We walk to and from assembly • We follow our teacher's directions
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Consequences for breaking a rule include reprimand, time-out, loss of privilege, parent notification, conference with parent, detention, in-school suspension, suspension, and expulsion. A detailed Rogers School District discipline policy is available on the Rogers website.

OLD WIRE ELEMENTARY BEHAVIORAL INTERVENTION PROCESS

REINFORCE POSITIVES:	
<ul style="list-style-type: none"> • Celebrate! • Verbal acknowledgment using PBIS language • Distribute Dojo Points citing specific behavior 	<ul style="list-style-type: none"> • Assign leadership role • Use as a teachable moment for others • Positive phone call/email/note to the guardian

MINOR (behaviors as defined by the Matrix)			
<p>Step 1: Verbal Redirection</p> <ul style="list-style-type: none"> • Review the concern with the student in some form of a verbal redirection. <ul style="list-style-type: none"> ○ Staff <ul style="list-style-type: none"> ■ give a reminder, ■ state the problem behavior, the “expectation and rationale” ○ Provide a positive alternative choice for the student 	<p>Step 2: Pause</p> <ul style="list-style-type: none"> • The student is asked to proactively pause and reflect. <ul style="list-style-type: none"> ○ PAUSE section of PAWS reflection is completed by the student. ○ Upon completion, the staff member briefly reviews desired expectations with the student ; the student returns to instruction. ○ Reflection is placed in the “Reflections Folder” in your classroom. These 	<p>Step 3: Referral - Referral will ONLY be written if the student has been given adequate opportunities to process.</p> <ul style="list-style-type: none"> • Staff: Office Referral portion of PAWS Reflection; Student: Send to office. <ul style="list-style-type: none"> ○ Admin determine if the misbehavior is a minor or major based on behavior matrix. ○ Admin make contact with guardian; document referral. ○ Student escorted back to class. 	<p>Step 4: Minor to Major</p> <ul style="list-style-type: none"> • If a student receives an additional intervention for the SAME offense on the SAME day the minor becomes a major. • Steps do NOT follow students from the classroom to recess, bus, lunch and/or specials.

	can be shared at conferences.	○ Copy of form given to Classroom Teacher, Admin, Guardian.	
MAJOR (behaviors as defined by the Matrix)			
● Staff fills out the STAFF PASS portion and sends the student to the principal.	● Admin will briefly process with the student and notify an administrator.	● The administrator will determine the appropriate consequence and notify a guardian.	● Staff will receive an explanation of the consequence issued (not all consequences will be a suspension).

LUNCHROOM		RECESS	
Step 1	Verbal redirection Review expectations	Step 1	Verbal redirection Review expectations
Step 2	Proactive pause Move to a quieter location to reflect	Step 2	3-5 min reflection time (e.g., Walk the perimeter of the playground, walk the track, sit at the tables, buddy bench, or sit on sidewalk.
Step 3	Send the student to principal- pass completed by staff immediately	Step 3	Send the student to office- pass completed upon return to the classroom

Restorative Questions:

- What happened?
- What were you thinking?
- What are you thinking now?
- Who has been hurt or is sad because of what you have done?
- What do you need to do to make things right?
- What will you do differently next time?

Homework

Homework should be an extension of clearly defined learning goals and should be appropriate to the age, ability, and independent level of the student. The assignment is primarily to be completed by the student for independent practice outside of school time. It is the responsibility of each student to complete all class and

homework assignments on time. Please check with your child daily for math and reading assignments. School papers are sent home in Tuesday folders.

Make-up Work

Make-up work for absent students may be supplied by the teacher and picked up by the parent in the office. Please do not interrupt a teacher's class to ask for work. Please call the office by 9:00 a.m. to request work that may be picked up no earlier than 2:00 p.m.

Inclement Weather

In the early morning hours, during the winter, radio and television stations will begin carrying announcements by 6:00 a.m. of any school closings. Rogers Public Schools will also send a Parent Link Notification to your phone and/or email. Please keep your information updated in the office to ensure that you receive the message. Worsening weather conditions may force the early closing of schools. Should this happen, radio and television stations will carry this information. Please do not call the school. This interferes with our obtaining information and instructions from the district office. Please devise a parent-student contingency plan. Please provide your child with the proper rain gear for given days.

Legal Custody

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

Lost and Found

Articles found in and around the school should be turned in to the office. School personnel will place the articles in the lost and found where owners may claim their property. Unclaimed items will be donated to local charities.

Medication

School personnel cannot give any medication to students without written permission from parents. Permission forms are available in the nurse's office. Forms should contain the name of the medication, the amount to be given, and the time it is to be given. Medication must be brought to the office in the original prescription container. Please send a measuring spoon with liquid medicines.

Dr. Notes

Students with crutches should bring a doctor's note prescribing how long the students should use the crutches.

This helps us make sure students have the correct size crutches that are safe for them. A doctor's note is also

needed if the student needs to sit out of P.E. or recess.

Notes from Parents

Notes are needed when:

1. A student has been absent (Please state the reason for the absence.) Absences are not recorded as excused or unexcused. All absences are just recorded as "absent."

2. You will be picking your child up early for an appointment (This allows the classroom teacher to prepare any necessary homework.)

3. A student is either going home with a different student or is bringing someone home with him/her **(BOTH CHILDREN MUST HAVE A NOTE.)**

4. You wish your child to go home in a different way than usual, or if a different person is picking him/her up at school **(Children without notes and a call to the OW office will be sent home their customary**

way.)

Phone Calls from Parents

Parents may call to change how their child gets home. Phone calls should be made before 2:15 p.m. to ensure that the office has time to call classrooms and make changes. Students will not be allowed to make phone calls to see how they will get home. Parents will contact office with any changes in transportation.

Parent Center

A Parent Center has been established in the library for parents to use. It contains books, brochures, videos, and other pertinent resources on a variety of parenting topics. These are available to parents at no cost. Please feel free to browse through this information and check out any items that may be of interest to you.

Parent/Teacher Conferences

Parent/Teacher conferences are held during the first and third quarters to discuss student performance. However, please feel free to schedule an appointment with your child's teacher at any time.

Personal Items

Children are not to bring toys, pets, radios, or other personal items to school, unless they have special permission from their teachers. **No toy weapons of any kind are allowed!** Students will assume responsibility for any items brought to school.

Recess

We expect all children to go out for recess (when weather permits), unless we have a note from a physician ordering the student to "sit-out". In extreme heat (above 100 degrees) or cold (below 32 degrees), we will have indoor recess. Please be sure your child dresses appropriately for recess.

School Supplies

Rogers utilizes a district-wide supply list which is given to each student at enrollment. Backpacks on wheels are not permitted. Students are expected to take good care of all books, equipment, and their own personal property. Parents will be assessed payment for damage done to books, school or bus property.

Specialized Instruction and Services

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

Standardized Tests

Rogers School District students in kindergarten through fifth grades take the state standardized tests each year. The dates of various tests will be announced throughout the year. Because these test results are used in various aspects of your child's educational program, please do not plan any trips or absences during the testing dates.

Intensive Reading Intervention

In accordance with state regulations, any student failing to achieve at the proficient level on the ACT Aspire, DIBELS, or i-Ready test will be given an IRI. A student Intensive Reading Intervention (IRI) shall be developed by the teacher and the student's parents to assist the student in achieving the expected standard. The IRI will describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan.

Students identified for an AIP who do not participate in the remediation program may be retained. The local school district shall determine the extent of the required participation in remediation as set forth in the student academic improvement plan.

Student Dress and Grooming

The home and school need to cooperate in the matter of dress. School is the child's place of business, and the children who are dressed in appropriate school clothing tend to do a better job. Student dress and grooming should not interfere with the orderly conduct of the school's activities. This includes:

- Makeup or excessive jewelry, spray in hair colors, or distracting styles
- Short shorts, tank tops, spaghetti straps, halter-tops, see-through clothing, shirts that do not cover the midriff, jeans with inappropriate holes
- Clothing inappropriately too tight or too loose
- Shirts that advertise alcohol, tobacco, or have inappropriate pictures/language
- Footwear that is unsafe or shoes with cleats, high heels, or skates on the bottom (cowboy boots, sandals, and flip-flops provide very little traction and make it both difficult and dangerous to run during P.E. and recess)
- Students may not wear hats or hoods in the building, unless it is a special award which was given by their teacher as positive reinforcement.

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

K/1 students are encouraged to keep a change of clothes in their backpack.

Use of School Phone

Children are asked not to use the phone unless the teacher or the office approves an urgent need. Messages are relayed to students.

Visitors to the Building

Parents/guardians can still come to the office to discuss school related concerns. Please get a visitors tag from the office.

Walkers

Student within Parent Responsibility Zones will either need to walk to school or be transported by parents. There will be a crossing guard at the corner of Old Wire Road and Post Road from 7:15 a.m. to 7:30 a.m. After school, the crossing guard will walk with the entire group of walkers to the crosswalk. Parents are encouraged to meet their children at the crosswalk to make sure they get home safely. Students are expected to show respect of other people's property and to go straight home and not loiter in anyone's yard. It is important to discuss a plan for early dismissal due to bad weather and for dismissal during severe rain or storms.

Act 576 - Require a Period of Silence

Public schools shall observe a one (1) minute period of silence at the beginning of the day. The teacher or school employee in charge of the classroom shall ensure that all students remain silent and do not interfere with or distract another student during the period of silence.

Act 958- Star Spangled Banner

Public schools shall broadcast "The Start-Spangled Banner" at least one time a week during school hours.

Classroom Volunteer Sign Up

Dear Parents:

Welcome back! The coming school year will be an exciting time for students, parents, teachers, and staff. As you know, parents play a key role in ensuring that our children have a successful school year. There are numerous opportunities to become directly involved in the classroom that will benefit both you and your children!

WE NEED YOUR TIME AND TALENTS! Listed below are the different areas in the classroom for which volunteers are needed this school year. Please take a moment to review this list, check the areas that interest you, and then return the form to school as soon as possible.

Child's Name: _____ Grade: _____

Parent's First & Last Name: _____ Teacher: _____

Phone Number: _____ Email: _____

CHECK EACH ACTIVITY IN WHICH YOU ARE INTERESTED	YES	NO
I would like to be a Homeroom Parent	<input type="checkbox"/>	<input type="checkbox"/>
I would like to assist the Homeroom Parent	<input type="checkbox"/>	<input type="checkbox"/>
I would like to help with classroom parties or special events:		
Winter Party	<input type="checkbox"/>	<input type="checkbox"/>
Valentine's Party	<input type="checkbox"/>	<input type="checkbox"/>
Others (as needed)	<input type="checkbox"/>	<input type="checkbox"/>
I can supply refreshment for classroom parties and/or activities (cupcakes, treat bags, drinks, paper products)	<input type="checkbox"/>	<input type="checkbox"/>
I can accompany students on classroom field trips	<input type="checkbox"/>	<input type="checkbox"/>
I can assist the teacher in class tutor, paperwork, etc.) If "yes", specify day(s) and time(s) available: _____	<input type="checkbox"/>	<input type="checkbox"/>
I have a special talent or interest that I can share with the class If "yes", please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>
I have artistic talent that I can share with the class If "yes", please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>
I would like to help with Car Duty in the mornings.	<input type="checkbox"/>	<input type="checkbox"/>

If you have any questions, please contact the school office.



Rogers Public Schools

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

500 West Walnut Street • Rogers, AR 72756 • www.rogersschools.net • (479) 636-3910

• Fax (479) 631-3504

Dr. Jeff Perry, Superintendent

Dear Parent:

In December 2015, former President Barack Obama signed the Every Student Succeeds Act into law. Parents continue to have the same rights as they did under “No Child Left Behind”.

Under ESSA, parents have a right to know the professional qualifications of their children’s teachers(s). This letter is to inform you of your right to ask for the following information about each of your child’s classroom teachers:

- Whether the state of Arkansas has licensed or qualified the teacher for the grades and subjects he or she teaches (Note: We are also required to send a notice to parents affected if the teacher is not fully licensed, so if you haven’t received such notice, your child’s teacher(s) is/are fully licensed.)
- Whether the teacher is teaching under an emergency permit or other provisional status through which state licensing criteria have been waived.
- The teacher’s college major, whether the teacher has any advanced degrees, and, if so, the subject of the degrees.
- If any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

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

1. Whether the paraprofessional has completed at least two years of study at an institution of higher education.
2. Whether the paraprofessional has completed an associate’s degree (or higher).
3. Whether the paraprofessional has met a rigorous standard of quality through our state’s certification procedure for determining the quality of paraprofessional staff.
4. Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate.

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

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

Sincerely,
Dr. Roger Hill
Assistant Superintendent for Human Resources

Old Wire
23-24 Parent & Family Engagement

Please read over the updated form closely. Note the new Assurances section allows you to confirm practices that are *required* but do not need further elaboration. In the response fields, please include links to additional information that can help support your story as you answer the guiding questions.

1: Jointly Developed

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

Guiding Questions

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

Old Wire Road Elementary is a school-wide Title I school. Title I is the largest federal assistance program for our nation's schools. Old Wire Road Elementary recognizes the necessity and value of a strong home/school connection. Families, administrators, teachers, and support staff must work together as a team to support high standards for all students.

The goals of parental involvement are:

- To increase involvement of parents and community members
- To increase parental awareness of grade-level expectations
- To foster parents' responsibility and support for their child's learning
- To provide frequent communication with parents on their child's progress
- To provide opportunities for parents to volunteer and participate
- To provide assistance to parents in such areas as parenting skills, homework, communication with teachers, etc.
- To inform parents of available community resources
- To provide flexible conference times to accommodate working parents

Old Wire's Parent Involvement Program is comprehensive and coordinated in nature. The program involves parents at all grade levels in a variety of roles. The Parent Involvement Program includes, but is not limited to, the following:

- Communication between home and school is regular, two-way and meaningful.
- Responsible parenting is supported and promoted.
- Parents play an integral role in assisting student learning.

- Parents are welcome in the school and their support and assistance are sought.
- Parents are full partners in the decisions that affect children and families.
- Community resources are made available to strengthen school programs, family practices, and student learning.

Roles of Parents, Students, Teachers, & School

The role of parents, students, teachers, and the school is to work collectively by Working together to be successful in their respective roles

- Developing a relationship of mutual trust and respect that transcends cultural, social and language barriers
- Expanding opportunities for interaction and shared decision making
- Promoting lifelong learning as a key to success

Parents may become involved in the school and their child’s education by taking part in a variety of opportunities. Examples of these are: in School –volunteering at the school, attending parent/teacher conferences, student’s performances, and Parents Make a Difference nights, where parents will be provided instruction on how to incorporate developmentally appropriate learning activities in the home environment. At Home- reading to children, monitoring what is watched on television, helping with homework, read and respond to communications from the school, and assisting teachers by helping with tasks that can be done at home.

Activities planned throughout the school year to encourage parental involvement can be found on the school calendar and in monthly newsletters. Some of Old Wire’s activities include: Kindergarten parent orientation, recognition assemblies, Parent Teacher Organization activities, field trips, reading to and sharing career experiences in the classrooms, reading to students in the common area before school starts each day, and Science /Literacy Nights.

2: Communication

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

Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*
 - *schedule of activities planned throughout the school year*
 - *regular, two-way, and meaningful system for parents/teachers to communicate*
[A.C.A. § 6-15-1702(b)(3)(B)(i)]
- **2.2:** *How will the School ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *How is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*
[ESSA § 1116(e)(5)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
[ESSA § 1116(c)(2)]

Communication

There are many ways that allow parents to communicate in a regular, two-way and meaningful manner. Some of which are the following:

- Tuesday folders
- parent/teacher conferences two times a year and as requested by parent or teacher
- phone calls
- emails
- Class Dojo apps

Benefits of parental involvement include, but are not limited to the following:

- students flourish
- schools are strengthened
- student attendance and behavior is better
- students receive a higher quality education
- a safer, more disciplined learning environment is created

Meetings were offered at two separate times through Facebook and face to face

Meetings were offered whole-group in the commons and were also referred to online resources. We have a sign-in sheet provided during our Title I meeting.

Here is a link to the Plan which we provide a copy and have online on our district website.

Old Wire Packet (English)

<https://docs.google.com/document/d/1KOW10dmfFX1PkBxBwrle6A6RddY3fmhEwuugCOKunMU/edit?usp=sharing>

Old Wire Packet (Spanish)

https://docs.google.com/document/d/1SvDBqBAuZDKCV0Rz_6Sy2InoAz0NOa_vO6liimOZKJg/edit?usp=sharing

Parents will be encouraged to take an active role by volunteering. Sign-up sheets will be provided during "Meet the Teacher Night" and sent home in Tuesday folders at the beginning of the school year.

3: Building Staff Capacity

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

Guiding Questions

- **3.1:** *How does the School build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to ensure ALL School staff (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:*
 - *the value and utility of contributions of parents [Title I schools]*
 - *how to reach out to, communicate with, and work with parents as equal partners [Title I schools]*
 - *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
 - *how to respond to parent requests for parent and family engagement activities [Title I schools]*
 - *that parents play an integral role in assisting student learning [all schools]*
 - *how to welcome parents into the School and seek parental support and assistance [all*

schools]

- *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*
[ESSA § 1116(e)(3;14); A.C.A. § 6-15-1702(b)(5-7); A.C.A. § 6-15-1702(b)(3)(B(ii))]

Old Wire Road Elementary School will design professional development opportunities for teachers to include no less than 2 hours of professional development every four years, beginning in the 2020-2021 school year, which are designed to enhance teacher understanding of effective parent involvement strategies. The two hours may be included in the required sixty hours of professional development.

Old Wire administrators will participate in a minimum of 2 hours of professional development opportunities which are designed to enhance the understanding of:

- Effective parent involvement strategies
- The importance of administrative leadership in setting expectations and creating a climate conducive to parent participation.
- The Center for Effective Parenting serves as the Arkansas State Parent Information and Resource Center (PIRC) and was established to provide training, information, and support to parents and individuals who work with parents, LEAs, and schools receiving Title I assistance.
- Information for the Arkansas State PIRC can be found at:
 - <http://www.parenting-ed.org>
- Other helpful resources:
 - Parental Involvement Title I, Part A Non Regulatory Guidance
 - <http://www.ed.gov/programs/titleiparta/parentinguid>
 - Toolkit for parental involvement
 - <http://www.sedl.org/connections/toolkit>
- Old Wire Road Elementary has instructional materials in the resource center designed to assist parents in working with their child at home. We also have a large selection of informational materials available to parents for check out. Please visit our Parent Resource Center.

4: Building Parent Capacity

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

Guiding Questions

- **4.1:** *How does the School provide timely information about the following:*
 - *a description and explanation of the curriculum in use at the School*
 - *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*

- *the achievement levels of the challenging State academic standards students are expected to meet*
[ESSA § 1116(c)(4)(B)]
- **4.2:** *How does the School provide assistance to parents in understanding the following:*
 - *the requirements of Title I, Part A*
 - *how to monitor their child's progress*
 - *how to work with educators to improve the achievement of their children.*
[ESSA § 1116(e)(1)]
- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:*
 - *literacy training*
 - *technology training, including education about copyright piracy and safe practices*
 - *resources that describe or assist with the child's curriculum*
 - *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers*
[ESSA § 1116(e)(2)]
- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*
 - *involvement in the education of their children*
 - *volunteer activities*
 - *learning activities and support classroom instruction*
 - *participation in School decisions*
 - *collaboration with the community*
 - *development of School goals and priorities*
 - *evaluating the effectiveness of the School-level Improvement Plan*
[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*
 - *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*
 - *create parent centers*
[A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*
 - *role play and demonstration by trained volunteers*
 - *the use of and access to Division of Elementary and Secondary Education website tools for parents* [<https://dese.ade.arkansas.gov/>]
 - *assistance with nutritional meal planning*
[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

Old Wire Road Elementary School will hold an annual meeting at flexible times to inform parents of the school's participation in Title I, Part A programs. During this meeting, they will:

- Explain Title I, Part A requirements and the rights of the parents to be involved in those programs

- Discuss student achievement and assessment, district and building goals, progress toward meeting goals, school programming, and accreditation.
- Explain that Old Wire funds may be used to provide transportation, child care, or home visits as the services relate to parent involvement.

Old Wire teachers will present information on the following aspects of ACT 307 of 2007:

- What students will be learning (Quarterly Expectations, standards-based report card)
- How the students will be assessed (state and local)
- What the parents should expect for their child's education
- Ways the parent can assist and make a difference in his or her education
- Advise parents of times during the day the teacher is available for conferences and two way communication

Instruction will be provided to parents on how to incorporate developmentally appropriate learning activities in the home environment. Newsletters, classroom newsletters, Parents as Partners nights, and meetings/workshops regarding topics that include but are not limited to: reading with their child, math, science, technology, health and wellness – including nutritional facts & allergies, attendance, how to prepare for state testing, etc. Additional resources are available at the Parent Center and additional information will be presented as the need arises.

Information will be provided to parents regularly so they can monitor the progress of their children and work with educators to improve achievement.

- Grades K-2
 - Students in Kinder, 1st, second and third grade who scored below proficient on the Literacy portion of the i-Ready assessment will have an Intensive Reading Intervention Plan (IRI) as required by the Arkansas State Department. i-Ready is an assessment which provides a standard score. It measures student's mathematics and reading growth. i-Ready Growth is a computer-adaptive test. If your child answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers without overwhelming students whose skills are below grade level. i-Ready Growth uses a scale to accurately measure what students know, regardless of their grade level. It also measures growth over time, allowing you to track your child's progress throughout the school year and across multiple years. Once your child completes a i-Ready Growth test, they receive a score. Scores have the same meaning across grade levels. If a fourth-grade student and an eighth-grade student have the same score in reading, then they are testing at the same level in that subject. This stable scale allows teachers to accurately measure each student's academic growth throughout the school year and over time. You can use your child's score to help them meet their goals. For example, students can enter their scores into our college explorer tool to see which colleges and universities they're on track to enter
- Grades 3-5
 - Students in these grade levels will take the ATLAS Test. ATLAS shows your strengths and weaknesses in up to five subject areas: English, mathematics, reading, science, and writing. You can also see how you are doing in combined subject areas such as English Language Arts (ELA) and Science, Technology, Engineering and Mathematics (STEM). Your report also shows how you performed in specific skill areas within each subject. Finally,

you can see how your scores compare to those of other students who have taken ATLAS .For each of the four subject tests you took (i.e., English, mathematics, reading, and science) you will see a three-digit score. Just like your teachers turn your quiz and test scores into grades, ATLAS takes the number of points you got right on each test and translates it into a score on the ATLAS scale. Your score for each subject will fall into one of four levels: Exceeding, Ready, Close, or In Need of Support. The level your score falls into indicates how you did in meeting certain standards. Students with scores in Exceeding or Ready levels are also classified as meeting the ATLAS Readiness Benchmarks. Your score for the combined scores (ELA and STEM) will fall into one of the two levels: Meets Benchmark and Below Benchmark. Students who score at or above these benchmarks are on target for college readiness when they take the ATLAS® test in the eleventh grade.

Parents will serve on the ACSIP committee. A school-wide survey will be conducted annually and the information gathered will be considered in any changes for the new school year. Old Wire's parent involvement plan will be incorporated into our annual School Improvement Plan.

Parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide plan.

Old Wire will provide opportunities, if requested by parents, for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Old Wire will respond to any such suggestions, as soon as, practically possible. If the school-wide plan is unsatisfactory to the parents of participating children, Old Wire will submit parent comments when the plan is made available to the district.

Old Wire Road Elementary has a Parent Teacher Organization (PTO). The purpose of this organization is for parents, teachers, and administration to work together to make our school the best it can be each year. The PTO executive board will meet monthly throughout the school year and parents are encouraged to attend. Special evening programs for families have been planned to include the sharing of the executive board's ideas with our school community for their input and help.

Parents must enter the office, check-in, and receive a visitor's tag when planning to visit the building. If a parent needs to see his/her child during school hours, the student will be called to the office. This is for the security of our building. If you wish to have a conference with your child's teacher, please call ahead to make an appointment. Teachers' schedules do not allow time for drop-in conferences.

If parents have a concern, they are asked to speak with the teacher where they will define the problem and work together to develop solutions. Together the issue should be resolved or a plan of action developed to deal with the concern. If the concern continues after those steps have been taken, please make an appointment with Old Wire administration.

In order to carry out Title I, Part A parental involvement requirements, Old Wire will provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This includes providing information and school reports in a format and, to the extent practical, in a language parents understand. Old Wire will provide the following information:

- State academic content standards and achievement standards (informed through Quarterly Expectations, IRIs, AIPs, teacher and school newsletters, parent/teacher conferences, progress reports, and report cards)
- State and local assessments (informed through, but not limited to, principal’s report to the public, monthly school newsletter, individual student state reports, parent/teacher conferences)
- Requirements of Title I
- How to monitor child’s progress and work with educators to improve achievement
- Provide materials and training to help parents work with the child to improve achievement (ESOL district newsletter, Kindergarten Readiness home packets, and Parent Nights)
- Educate teachers, personnel, and principals with the assistance of parents, on the value of contributions of parents. Topics to address are:
 - How to reach out to, communicate with, and work with parents as equal partners
 - How to implement and coordinate parent programs
 - How to build ties between parents and the school
- Ensure information related to school and parent programs, meetings, and other activities are sent to the parent in a language they can understand (written communication is sent home in English/Spanish, and parent meetings and conferences have interpreters available)
 - Provide other reasonable support for parental involvement activities

Volunteers

Parents will be encouraged to take an active role by volunteering. Sign-up sheets will be provided during “Meet the Teacher Night” and sent home in Tuesday folders at the beginning of the school year.

Across the nation, mothers, fathers, grandparents, guardians, and community helpers are finding that their involvement as school volunteers is having a positive influence on student achievement. We ask that you please follow these guidelines:

- Plan ahead with the teacher that you will be assisting to know when is the best time to visit the classroom.
- Please notify the school if you are unable to attend an event for which you are scheduled to assist
- Remember to check in with the office upon your arrival and receive a visitor’s pass.
- Sign out in the office when you leave.
- Don’t forget to log your volunteer hours in the volunteer notebook. Ask a member of the office staff for assistance.

The district provides annual training for parent volunteers who assist in an instructional program. Please contact the Department of Human Resources for dates and more information.

Volunteers can make a difference!

Ways to volunteer:

- Home-room support
- Read or tell stories
- Drill flash cards
- Make instructional materials
- Help with book fairs, special school events, and broadcasting
- Share information about your business
- Listen to children read
- Provide individual help
- Reproduce materials
- Work in the library
- Sit with the classroom while the teacher attends a conference
- Prepare Tuesday folders to go home
- Car Duty
- Read to students from 7:15-7:30 in the commons area

There are many, many other ways that volunteers can help. We are open to your suggestions and hope that you will consider giving your time to enrich our educational program.

We appreciate your support!

5: Coordination

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

Guiding Questions

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*
[ADE Rules Governing Parental Involvement Section 5.06]
- **5.2:** *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
 - *public preschool programs such as Head Start*
 - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
 - *wraparound services that allow families to send their children to school ready and able to focus on learning*

[ESSA §1116(e)(4)]

- **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]

The Center for Effective Parenting serves as the Arkansas State Parent Information and Resource Center (PIRC) and was established to provide training, information, and support to parents and individuals who work with parents, LEAs, and schools receiving Title I assistance.

Information for the Arkansas State PIRC can be found at: <http://www.parenting-ed.org>

Other helpful resources:

Parental Involvement Title I, Part A Non Regulatory Guidance

<http://www.ed.gov/programs/titleiparta/parentingguide> Toolkit for parental involvement

<http://www.sedl.org/connections/toolkit>

Old Wire Road Elementary has instructional materials in the resource center designed to assist parents in working with their child at home. We also have a large selection of informational materials available to parents for check out. Please visit our Parent Resource Center.

Old Wire will provide opportunities, if requested by parents, for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

Old Wire will respond to any such suggestions, as soon as, practically possible. If the school-wide plan is unsatisfactory to the parents of participating children, Old Wire will submit parent comments when the plan is made available to the district.

Old Wire Road Elementary has a Parent Teacher Organization (PTO). The purpose of this organization is for parents, teachers and administration to work together to make our school the best it can be each year. The PTO executive board will meet monthly throughout the school year and parents are encouraged to attend. Special evening programs for families have been planned to include the sharing of the executive board's ideas to our school community for their input and help.

Old Wire Business Partner – Crossland Construction

6: Annual Title I Meeting (*Title I schools*)

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

Guiding Questions

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

Annual Title I Meeting

8/31/2022, 3:30-4:00 p.m. 10/27/2022, 3:30-4:00 p.m

I. Call to Order

II. What is Title

III. Parents Right to Know

IV. Parent-School Compact

Agenda

V. Use of Title I Funds

VI. Plans for Title I Parent Involvement Funds

VII. Overview of Upcoming Events

VIII. School Accountability Status

PTO Agenda

March 14, 2023

Present

Brock, Benson, Flores, Noemi. Samantha, Smedley

Call to Order

- 3:45

Approval of Previous Meeting Minutes

- Brock, Noemi

Treasurer's report

-

Principal's report

- Benson sent out the Improvement plan
- We will talk about it at the next meeting - please view and let us know if there is anything that we need to change.
- Will PTO help rent the bouncy houses- send a request in writing - Brock will get with coach to help with that on how much they are.

Old Business

- RChocolate will be picked up
- Have a spring fling? In April fundraiser after school
 - Start sending notes home after spring break asking grade level parents to send stuff for the the spring fling
 - Tuesday folders March 28th
 - 5:00-6:30
- Will need new members for the board

- o Next month we will need make a motion for approval
- o Send a message through Peach Jar - serving on board on PTO
 - Noemi is going to look for the flier
- o PTO news flier go out to parents just letting them know what is going on with PTO events and activities.
- o Next year we will have spirit nights for Eureka Pizza, Little Caesars
- o Outside family movie night on **May 12, 2023** possibly
 - We will be researching the sound system and screen
 - Picnic style
 - Pay for the food you want
- o Field day can we get the fire department come? Maybe, maybe not
 - Bounce houses?
- o

New Business

- [Achievement and Accountability School Plan](#)
 - o Review Parent & Family Engagement Plan (English and Spanish)
 - o Review Parent & Family Engagement Packet (English and Spanish) - packet needs to include ESSA letter, volunteer survey, and a link to your plan or your actual plan
 - o Review Parent Friendly Summary (English and Spanish)
 - o Review Parent Compact (English and Spanish)- TITLE I SCHOOLS ONLY
 - o Go over SLIP and parent survey
- There is a request to help purchase an air pump for the gym. My air pump for inflating equipment has died, the new pump would cost \$77.01.
 - o We will approve, Samantha, Flores
- Mrs. Blood would like to request help in paying for lost books that the families in our building cannot afford to pay for replacements. She said the amount is usually around \$200 at the end of the school year.
 - o Smedley makes a motion to approve
 - o Flores seconded the motion
- ask PTO to pay for bouncy house rental for our testing extravaganza on May 17th
 - o Details are coming
- Benson needs to know about last PAWS store payment - need to go get more stuff
-

- Flyer is ready to go for Spring Fling
 - Dollar tree - basket toss
 - Ring toss
 - Kinder to bring soda
 - Little debbies
 - Kamilos - cake walk
 - Flyer will get emailed to Benson to print after Spring Break
- There is someone that rents an outdoor movie theater
 - Does it come with sound system?
- PTO flyer needs pictures of Benson and Samantha
 - Put in the Tuesday folder

[Old Wire Year calendar](#)

Adjournment

4:00 adjourned Flores, Benson

7: School-Parent Compact *(Title I schools)*

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

Guiding Questions

- **7.1:** *How does the School jointly develop a School-Parent Compact which does the following:*
 - *Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement*
 - *Addresses the importance of regular two-way, meaningful communication through:*
 - *conferences (no fewer than 2 each year)*
 - *frequent reports on progress*
 - *reasonable access to staff*

- opportunities to volunteer
- observation of classroom activities

[ESSA § 1116(d)]

- **7.2:** How do families access the compact in order to understand the shared responsibility for improved student academic achievement?
 - including parent-teacher conferences in elementary Schools, at least annually
 - Include a link or insert the language of the compact to demonstrate this requirement has been met.

[ESSA § 1116(d)(2)(A)]

Old Wire Elementary

Welcome Parents & Guardians,

Your child’s safety and success are important to us in the Rogers Public Schools and at Old Wire Elementary. Please read over this packet and the district Information Packet so you are familiar with school and district procedures that ensure your child’s safety and success at school.

After doing so . . .

Please sign and return the following to your child’s teacher:

- _____ Compact (located on the back of this letter)
- _____ 1st page of Rogers School District packet information

Thank you!

Cassie Cartwright
Principal

_____ I acknowledge I have access to the parent information packet (located on the district website.)
<https://www.rogersschools.net/domain/962>

_____ I acknowledge that I have received a family-friendly parent involvement plan (at bottom of this page and in the handbook.)

Parent/Guardian Signature

Date

Child’s Name

Teacher’s Name

FAMILY FRIENDLY Parent & Family Engagement Plan

Old Wire recognizes that parents are their children’s first teachers and that parents function as educators throughout their child’s lives. More than thirty years of research show that students’ academic success and high self esteem are closely related to parent involvement in education from prekindergarten through high school. We also believe that the family and the community create a stronger educational system and improve the quality of life for the students, their families and the entire community. Old Wire makes the commitment to establish programs and practices that create a climate of mutual trust and respect that support substantive parent involvement.

Old Wire Elementary jointly developed, with parents of children participating in Title I, Part A services, the following school Parental Involvement Policy that describes how the school will carry out parental involvement requirements, including the development of a school-parent compact. Old Wire’s written parental involvement policy is made available to parents and the local community.

PARENT-SCHOOL COMPACT

It is our goal to engage schools and parents as full-time partners in the education of young people in a meaningful and productive way. Parent-School Compact should clearly define each participant's role. The mutual responsibilities of parents and schools are to support children in attaining high standards.

Please take advantage of the opportunity to review the Parent-School Compact information. Your participation in this compact is a display of your commitment to be a partner in the education of your child. Your signature, along with your child's signature, and date are required on this form. By returning the signed form to your child's teacher, our school will have met a federal guideline.

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

TITLE I PARENT & FAMILY ENGAGEMENT COMPACT

Believing that high student performance is a shared responsibility, Old Wire Elementary
and the parents/guardians of _____ agree to enter into this Compact:
(Child's Name)

THE SCHOOL WILL:

_____ Provide a high quality curriculum and instruction in a supportive and effective learning environment that will enable participating children, with the involvement of parents/guardians, to meet student performance standards set forth by the State of Arkansas for all students;

_____ Hold an annual meeting for parents/guardians of eligible children to notify them of their child's eligibility to participate in the program, explain the Title I program, this Compact and inform them of the importance of their involvement with their child;

_____ Offer a flexible number of meetings (a.m. and p.m.) to provide timely information and training for parents/guardians in order to help them become effective partners in their child's learning;

_____ Provide frequent reports to parents/guardians on proficiency levels children are expected to meet and their child's progress toward meeting State standards;

_____ Provide parents reasonable access to staff by school email, opportunities to meet during teacher planning time, during parent/teacher conferences, or by appointment as requested by parents/guardians;

_____ Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as requested by parent and/or teacher; (once visitors are allowed)

_____ Provide timely responses to parents'/guardians' recommendations.

THE PARENTS/GUARDIANS WILL:

_____ Insist on prompt and regular school attendance;

_____ Monitor that television and video games are appropriate and that time spent these activities is minimal;

_____ Read and respond to communications from the school;

_____ Read to or with my child

_____ Observe, volunteer, and participate in school activities

_____ Promote positive use of my child's extracurricular time.

THE STUDENT WILL:

- ___ Respect adults, myself and other students;
- ___ Let my teacher and family know if I need help;
- ___ Complete my class work and homework every day;
- ___ Come to school prepared to learn

SIGNED:

Principal

Parent/Guardian

Date

Teacher

Child _____

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

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

Guiding Questions

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

- Old Wire Road Elementary School will hold an annual meeting at flexible times to inform parents of the school's participation in Title I, Part A programs. During this meeting, they will:
- Explain Title I, Part A requirements and the rights of the parents to be involved in those programs
- Discuss student achievement and assessment, district and building goals, progress toward meeting goals, school programming, and accreditation.
- Explain that Old Wire funds may be used to provide transportation, child care, or home visits as the services relate to parent involvement. Parents are given the opportunity to give input to the plan and offer suggestions.
- Funds are used for
 - family nights, title meeting, and also to pay for staffing.

- Tuesday Communication Folders
- Additional staff
 - Instructional Assistants
 - Reading Teacher
 - Instructional Facilitators

Assurances

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

- **A.1:** The School understands that annually by August 1, the public School’s Engagement Plan shall be developed, or reviewed and updated.
[ADE Rules Governing Parental Involvement Section 3.02.3]
- **A.2:** The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:
 - the School Engagement Plan
 - a parent-friendly explanation of the School and District’s Engagement Plan
 - the informational packet
 - contact information for the parent facilitator designated by the School.
 [A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]
- **A.3:** The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.
[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]
- **A.4:** The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]
- **A.5:** The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District’s Engagement Plan summary/explanation.
[A.C.A. § 6-15-1704(a)(3)(B)]
- **A.6:** The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:
 - to help organize meaningful training for staff and parents,
 - to promote and encourage a welcoming atmosphere, and
 - to undertake efforts to ensure that engagement is recognized as an asset to the School.
 [A.C.A. § 6-15-1702(c)(1-2)]
- **A.7:** The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book.
[A.C.A. § 6-15-1702(b)(6)(B)(ii)]
- **A.8:** The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.
[A.C.A. § 6-15-1702(b)(3)(B)(ii)]
- **A.9:** The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.
[ADE Rules Governing Parental Involvement Section 3.02.2]

- **A.10:** The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:
 - what students will be learning
 - how students will be assessed
 - what a parent should expect for his or her child’s education
 - how a parent can assist and make a difference in his or her child’s education.
 [A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]
- **A.11:** Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.
 [A.C.A. § 6-15-1702(b)(7)(B)(ii)]
- **A.12:** The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child’s classrooms.
 [A.C.A. § 6-15-1702(b)(6)(B)]
- **A.13:** The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.
 [ESSA § 1116(a)(3)(D)]
- **A.14:** The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov
 [ESSA § 1116(b)(4)]
- **A.15:** The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
 [ESSA § 1116(c)(4)(C)]

References

State

- [Ark. Code Ann. § 6-15-1701 et seq.](#)
 - [Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement](#)
- Federal
- [Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320](#)

School Name:	Old Wire Road Elementary
School Engagement Facilitator Name:	Miguel Flores
Plan Revision/Submission Date:	
District Level Reviewer Name, Title:	
District Level Approval Date:	

Committee Members, Role

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

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Molly	Brock	Principal
Miguel	Flores	Assistant Principal
Kasey	Benson	Counselor
Howard	Austin	Teacher
Nicole	Blood	Parent/Teacher

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

District Reviewer Responses

Section 1 - Jointly Developed

- Changes Required
- Compliance is Met

[Text box for responses]

Section 2 - Communication

- Changes Required
- Compliance is Met

[Text box for responses]

Section 3 - Building Staff Capacity

- Changes Required
- Compliance is Met

[Text box for responses]

Section 4 - Building Parent Capacity

- Changes Required
- Compliance is Met

[Text box for responses]

Section 5 - Coordination

- Changes Required
- Compliance is Met

[Text box for responses]

Section 6 - Annual Title I Meeting

- Changes Required
- Compliance is Met

[Text box for responses]

Section 7 - School-Parent Compact

- Changes Required
- Compliance is Met

[Text box for responses]

Section 8 - Reservation of Funds

- Changes Required
- Compliance is Met

[Text box for responses]