

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.



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:

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*

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*

- **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]