

School Name:	T.G. Smith Elementary
School Engagement Facilitator Name:	Heather Barron
Plan Revision/Submission Date:	5/1/23
District Level Reviewer Name, Title:	Carrie Farris, Parent Facilitator; Kimberly Glass, FedProgs; Carrie Bradow, ESOL; Kelli Langan, Assessment & Accountability
District Level Approval Date:	6/1/23

1: Jointly Developed

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

Guiding Questions

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

1.1. In order to collaborate with parents and establish an engagement plan that reflects the specific academic improvement needs of the school, we will invite a diverse group of parents and staff to participate in the continued development of our parent and family engagement plan. The school will strive to include parents from a variety of backgrounds and cultures to ensure that the demographics of the school are represented.

We will elicit feedback from all stakeholders through the District Parent/Guardian Engagement Survey. The survey will serve to identify areas of strength and improvement and to develop a plan for addressing parental concerns. The 2022-23 Family Engagement survey revealed overall positive results. Parents were happy with the consistent communication from T.G. Smith Elementary faculty and staff. They were pleased with the opportunities to be involved in their child's education.

- The survey will be provided to parents in their native language, either electronically or in paper format. This will allow families to provide suggestions and opinions regarding school programs and school culture.

A survey will be sent to parents and families through a digital newsletter to elicit feedback for the new plan.

We will develop/review the parent and family engagement plan with stakeholders during PTA meetings, with Springdale Family Literacy Program, and other stakeholder meetings. All parents are invited to and encouraged to attend the PTA meetings. Leadership will work closely with PTA, allowing them to contribute to the decision-making at T.G. Smith Elementary. Parents will be given opportunities to review the Parent and Family Engagement Plan and

Parent Compact.

Parents will be given the opportunity to give input in the fall and spring during Student-Led and Student-Involved Conferences. Interpreters will be available as needed.

We will utilize face-to-face meetings, social media, SMS messages through Thrillshare, and Google surveys/forms to develop and review the parent and family engagement plan.

For parents that are unable to attend face-to-face meetings, documents will be posted in multiple languages on our school website, social media, and weekly newsletter.

1.2 To ensure adequate representation of parents and families, we will:

- Provide parents with multiple opportunities to attend events, programs, and informative meetings throughout the year.
- Offer meetings at varying times to accommodate for differences in schedules.
- Ensure interpreters are in attendance and documents are translated to ensure that language is not a barrier to participation.
- Publish the plan in our virtual newsletter and social media to elicit feedback.

2: Communication

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

Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*
 - *schedule of activities planned throughout the school year*
 - *regular, two-way, and meaningful system for parents/teachers to communicate*
[A.C.A. § 6-15-1702(b)(3)(B)(1)]
- **2.2:** *How will the School ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *How is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*
[ESSA § 1116(e)(5)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
[ESSA § 1116(c)(2)]

2.1 At T.G. Smith Elementary, parent communication of information related to school and parent programs, meetings, and other activities is distributed in multiple languages through a variety of methods. The school will communicate with parents/families in the following ways:

Weekly newsletter sent from administrators each Friday outlining important information for the upcoming week(s) and a list of activities planned throughout the year, school website, email, social media, parent center located in the front lobby, bilingual liaisons, phone calls, and home visits.

The parent-friendly involvement plan will be included on the school's website by August 1, 2023. The plan will be included in the weekly newsletter and posted on social media.

During fall conferences, an informational packet will be distributed to families that includes our school compact, an overview of our family engagement program, roles in which parents and other community members can serve, PTA information to survey parents on volunteer opportunities that might interest them, and information on how parents can sign up for Remind101 to engage in regular, two-way communication with their child's teacher. In order to ensure teachers are able to meet with all families, flexible scheduling will be offered to accommodate our families and their work schedules.

Academic improvement plans for students in grades K-2 (20% or below on MAP) will be completed with teachers and parents in order to communicate what we are doing at school to intervene. Teachers will share assessment data supported with visual descriptors to outline student's current performance and goals for academic and social emotional improvement.

2.2 T.G. Smith Elementary will 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 in the following ways:

- The principal will hold the "State of the School" meeting with stakeholders to share state standardized test results and information regarding available school programs. An interpreter will be in attendance to prevent language barriers.
- Weekly newsletter sent through Thrillshare to social media, email, and via SMS that includes information about upcoming events and dates, school policies, and parenting tips. Parents have the option to respond directly to administrators through the newsletter. Parents have the option to translate the newsletter in their preferred language.
- An automated phone system is used to communicate with parents about cafeteria information, absences, and other important information. The messages are sent out in multiple languages to meet the needs of our families.
- School Website Calendar of Events will be kept current with updated school events.
- Social Media: Our Facebook page will provide pictures, information about school activities, and posts about what students are learning. Social media posts are also a way for parents to comment/directly message to provide feedback to the school. Notifications and reminders of upcoming events will be posted.
- Remind101 Messages: Parents have direct communication with classroom teachers through the app. Teachers will send updated school information to families through the app.
- Weekly parent communication folders will be sent home each Monday. Parents will be able to review their student's academic progress and receive important school information. Information from the office will be sent home in the weekly communication folder in the parent's preferred language.
- Quarterly grade reports are sent home with each student to update parents on their student's academic progress.

- Phone calls home will be made in the parent's preferred language.
- Home visits will be conducted to encourage positive relationships with the school and family. Our school social worker will support our students and families by conducting home visits, connecting families with resources, and working with groups of students identified as in need of support.
- Meetings will be offered at multiple times (student led conferences, special education, 504, parent/teacher/student) to accommodate for parent schedules. Home visits will be used if parents are not able to attend. Interpreters will be used during meetings and home visits.
- The Parent and Family Engagement Plan will be posted to the school's website by August 1, 2023.
- Parents with concerns regarding Parent and Family Engagement should contact Parent Coordinator, Heather Barron at hbarron2@sdale.org or 479-750-8846.

2.3 T.G. Smith Elementary offers flexible opportunities for meeting with families. Parents will be given multiple opportunities and methods to engage with the school. They will be able to participate in person, via digital platforms (Zoom, Facebook, FaceTime, Google Meet), or via phone. A variety of scheduling opportunities will be offered to accommodate for varying schedules. Meetings can be scheduled before, during, or after school hours. For mandated meeting times such as student-led conferences, multiple opportunities and platforms for scheduling are available including home visits if needed.

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)]

3.1 T.G. Smith Elementary will train teachers and staff to build their capacity to work with parents as equal partners. Certified teachers and administrators will obtain a minimum of 2 hours of professional development in the area of Parent Involvement every fourth school year rotation. Training will emphasize: value of parent contributions, how to work with parents as an equal, parent as an integral role in assisting student learning, building ties between home and school, seeking parental support and assistance, providing information in a format/language that parents are able to understand, responding to parent requests, and recognizing that a parent is a full partner by including them in the school environment.

Teachers will inform parents how to contact them if a concern arises that needs to be addressed. Teachers have daily planning times in which they can answer emails or return phone calls. Also, parents will be informed in August of ways they can contact school counselors or administrators if needed. Staff contact information will be posted on the school website.

School staff will also be provided with training prior to open house, student-led conferences, and other parent nights and events (grade level orientations and school events) throughout the year. The staff will actively participate in IEP meetings, section 504 meetings, home visits, and student-led conferences with parents throughout the year.

T.G. Smith Elementary will use the school's policy handbook for resolving parental concerns, including how to define a problem, who to approach and how to develop solutions. A copy will be sent home at the beginning of the school year and parents will sign the back page stating they understand and return that page to school.

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)]

4.1 T.G. Smith Elementary will provide opportunities to build parents' capacity to play a role in their child's academic success. At grade level parent orientation meetings, parents will be given an overview of essential Arkansas Academic Standards, curriculum that will be implemented, and resources for supporting their child academically. Teachers will discuss the state assessments that are used to assess progress for their grade level.

We will hold a Report to the Public Meeting where administrators will describe and explain the curriculum in use, where to access it, and academic assessment results (September). Parents will also be informed about the assessments their child will take at their grade level.

During fall and spring student-led and involved conferences, parents will be given feedback regarding how their child is performing on grade level expectations. Teachers will also provide a description of state standards and assessments and review how their child has performed on the assessments given at their grade level. Parents will be provided with information regarding standards-based grading, report cards, and state assessments. Kindergarten-fifth grade teachers will provide parents with a MAP Family Report to provide feedback about their child's progress. Teachers will provide strategies parents can use to improve their child's academic achievement.

4.2 An annual Title I Meeting will be held in September. Administrators will discuss the requirements of Title I, Part A. An explanation of how Title I funds are used at T.G. Smith Elementary will be provided at the meeting.

At the Title I Meeting and Grade Level Orientation Meetings, parents will be given information on how to monitor their child's progress. Parents will be given access to the teacher's Remind101 class and ways to communicate with the teacher. Weekly folders will be sent home to provide communication on daily classroom assignments and assessments. School staff will also utilize phone calls in the parent's preferred language and email to communicate with parents.

4.3 T.G. Smith Elementary will provide materials and training to help parents work with their children to improve their children's achievement.

Prior to the start of school, parents of upcoming kindergarten students will be invited to participate in kindergarten orientation. Parents will be provided with an overview of school expectations and resources for helping their child achieve academically. Parents will be provided with a bag of materials that can be used at home to help their child with reading and writing that aligns with state expected reading content that will be implemented by their child's teacher.

Parents are given resources for supporting their child's literacy development during grade level orientations. Teachers prepare a presentation about supporting literacy development at home.

Weekly newsletters provide tips on helping students with homework, resources for parents to support their student at home as well as opportunities for parents to work with teachers to gain confidence in supporting their student academically.

At student-led/involved conferences, parents are given resources relevant to their child's literacy development. They will be given instruction on how to utilize these resources to assist with their child's curriculum and the Arkansas State Standards.

We will provide families with the opportunity to attend Springdale Family Literacy Program which provides parents and families support with learning English. Parents participate in: Language Development, Parent and Child Time (PACT), and parent time. Child care is provided to remove barriers.

Our Arisa Health partnership will assist with providing safe technology practices. These

messages will be sent through the digital newsletter and social media so that they can be accessed at a convenient time.

The T.G. Smith Elementary School Counselor will provide resources on safe technology practices and copyright piracy. Lessons will also be incorporated in the counselor's curriculum. The counselor will contact parents and counsel students who receive GoGuardian or BARK alerts that are of an unhealthy nature.

A Parent Resource Center is located in the front lobby with materials that promote responsible parenting.

4.4 At T.G. Smith Elementary, parents of students at all grade levels are encouraged to be involved in a variety of roles including:

- Upcoming Kindergarten Orientation: May 16, 2023 from 5:30-6:30pm. Parents are given an overview of kindergarten expectations and materials to use when working with their child at home.
- Back to School Open House (August 2023) where parents will be informed of their child's teacher and the opportunity to become familiar with the school building and faculty.
- Report to the Public Meeting where administrators will describe and explain the curriculum in use, where to access it, and academic assessment results (September/October 2023). Parents will also be informed about the assessments their child will take at their grade level.
- Parents are provided with their child's ACT Aspire Summative test results at Student-led conferences (September 2023). Parents are also given MAP parent reports after each testing window (September, January, May). Both reports outline students strengths and areas of improvement based on the child's score.
- School-wide newsletters weekly to update parents (translated in native language). Newsletters will include ways parents can work with their children to improve achievement.
- A literacy night will be implemented to provide parents with opportunities to receive resources and training to help parents work with their children to improve achievement, such as literacy training or using technology, to foster parent and family engagement.
- Encourage Springdale Family Literacy Program parents to attend Parent and Child Together (PACT) time where they participate in activities their child is doing in the classroom to learn ways to help them. This program also provides parents opportunities to strengthen their English speaking skills. The relationship between school/parent/student is strengthened as well.
- Give parents interest surveys at conferences to plan parent involvement activities throughout the school year. Springdale Family Literacy Program (SFLP) surveys will be used to determine necessary community resources for parent time.

- Parents are invited and encouraged to join the PTA to participate in decision-making. PTA members will be invited to give feedback on the Parent Engagement Survey.

4.5 T.G. Smith Elementary supports and promotes responsible parenting by acknowledging that parents are full partners and play an integral role in assisting in student learning. We support the development of trusting and personal relationships through communicating with weekly student folders, 2-way communication with social media (Facebook, Messenger, Twitter, Google, Seesaw, Remind101), Thrillshare SMS tool, and weekly newsletter, student led/involved conferences, progress reports, and family nights.

Our school's Parent Center in the library includes parenting books, videos and information regarding the community resources for students and families. Information for students and families on community health, cultural, recreational, and social support and mental health is provided through our office, counseling center, nurse, teachers, parent liaison and parent center.

Parents are provided with resources for supporting their children academically at open house, grade level orientations, EAST Night Out, and family nights. Weekly newsletters also provide parents with ways to support their student at school or to be involved in the school environment.

4.6 T.G. Smith Elementary provides instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment.

Our Arisa Health partnership will assist with providing school-based mental health services for students and families. Students have access to individual, family and group sessions. Family sessions are used to provide parents with ways to apply therapy topics in the home setting.

A weekly newsletter is sent to parents that provides tips on helping students nutritional meal planning.

Included in our weekly newsletter will be information on accessing Division of Elementary and Secondary Education website tools for parents. There will be an option to access DESE using a link to: <https://sites.google.com/view/engagementmattersar>.

5: Coordination

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

Guiding Questions

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*

[ADE Rules Governing Parental Involvement Section 5.06]

- **5.2:** *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
 - *public preschool programs such as Head Start*
 - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
 - *wraparound services that allow families to send their children to school ready and able to focus on learning*

[ESSA §1116(e)(4)]
 - **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*
- [A.C.A. § 6-15-1702(b)(8)(B)(ii)]

5.1 At T.G. Smith Elementary, we will investigate and utilize community resources in the instructional program in the following ways:

- Summer Lunch Program: Provide meals for students during summer.
- Walton Arts Center and Arts Center of the Ozarks: Provide students and teachers with access to arts education and experiences.
- Crystal Bridges: Provide teachers and students with experiences that promote arts in education both in person and virtually.
- Springdale Police Department: Provide school resource officers to conduct home visits, provide safety tips to families and staff, and to build relationships with the community.
- Community Clothes Closet: Provide donations for students to access clothing and shoes.
- Samaritan House: Provide students with a snack pack weekly to take home over the weekend.
- After School Program (ASP): Located within the school and offers extended school care for families.
- Ozark Guidance (OGC): OGC counselors provide support to students and families onsite to assist with mental health. Family sessions are also provided through these services.
- Marathon Kids: Running club that builds positive relationships with students and encourages healthy fitness habits.
- Parent Resource Center: Located at the front entrance (available 7:30-4:30), parents are provided with materials that promote responsible parenting, family support, and success.
- Springdale Public Schools PreK Program: Two pre-k classes of 20 students are housed at T.G. Smith Elementary. Information regarding recruitment and enrollment for the district's pre-k program is distributed to families through our school newsletter and social media platforms.
- Parent Teacher Association (PTA): Monthly meetings to promote academic, school, student, and community success to help all students achieve. Leaders of PTA will be involved in decision making as appropriate.
- Part-time Social Worker to assist with: attendance concerns, providing community resources to students, parents, and teachers, liaisons between community agencies and school, crisis intervention, home visits when

necessary, and supportive sessions (behavior, parent education, anger management, social skills).

- Springdale Fire Department (SFD): Present to students in K-5 about fire prevention and fire safety plans (dates determined by SFD).
- Migrant Tutoring: Supports students whose families work in agricultural or other qualifying areas that cause frequent movement.
- Apple Seeds: Promote healthy eating habits through hands-on cooking opportunities.
- Mobile Dental Van: On site at various times throughout the year to provide initial and follow up dental care to students.

5.2 The district/school works to ensure that parents of children with disabilities or limited English proficiency have the same access as other parents including, to the extent possible, the information in a language and form they can understand. The district/schools have on staff interpreters and community liaisons to provide support in communicating with parents throughout the year and assist at parent conferences.

PreK Center staff work to coordinate with those of other programs such as Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program and Home Instruction Program for Preschool Youngsters and state run preschool programs. Conferences are held as needed to transition students from PreK to elementary school. In addition, transition conferences are conducted for middle, junior high, secondary and post-secondary schools or careers to ensure student success.

5.3 T.G. Smith Elementary has a PTA established. All parents are invited to attend and be part of the PTA. Our PTA sends home letters for membership at the beginning of the year. PTA utilizes Remind101 to communicate about opportunities for volunteering or supporting school events. PTA news is included in our digital newsletter and advertised on our social media pages. Members of our PTA are considered to be a valuable resource in providing feedback about the state of the school and assisting in making decisions regarding appropriate topics.

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)]

[Agenda](#) and Slide Deck Link

6.1 The T.G. Smith Elementary Annual Title I meeting will take place on September 12, 2022. Interpreters will be provided. Notices will be sent home in the weekly communication folder, in the weekly newsletter, and posted on social media. Parents will be advised on their rights under Title I and the school's participation and the right to request meetings.

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*
 - **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)]
- [ESSA § 1116(d)(2)(A)]

7.1 Annually, we collaborate with parents in the review and revision of our compact to ensure families are an active part in the decision making process. The compact outlines a plan on how parents and the school share the responsibility for improving students academic achievement and the means by which the school and parents will build and develop a partnership to help all children achieve at high academic standards.

7.2 [T.G. Smith Elementary School Compact](#)

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)]

8.1 The district/school will involve parents through an annual survey to improve school effectiveness. The survey instrument includes questions to identify barriers to parent involvement. Based on identified barriers and needs, the schools will design evidenced-based strategies for more effective parental involvement. Surveys are provided electronically and print versions are available in native language(s) upon request. Survey results are analyzed and shared with parents **during parent involvement committee meetings, as well as with PTA and SFLP parents. The results will also be sent out in our digital newsletter. Feedback will be used to make decisions about the needs of our school and students.** Documentation of parent participation documentation through sign-ins lists for workshops, meetings, and conferences; schedule brochures; meeting notes; and other means as appropriate throughout the school year will be kept at each building.

8.2 The school receiving parent and family set aside funds will involve parents in the decision making process as it relates to how those funds are used to support engagement activities **by sharing the plan at the Annual Title I Engagement Meeting. Parents will receive information about the way funds are used and be asked to provide feedback and suggestions on ways to utilize funds.**

Others opportunities for parents and stakeholders to be involved in how Title I funds are used through the following:

- PTA Meetings
- Student Council Meetings
- Stakeholder Meetings (quarterly or more if needed)
- Springdale Family Literacy Program (4 days a week; 3 hours a day)
- Guiding Coalition Building Leadership Team Meetings (monthly or more if needed)
- State of the School Address
- Report to Public

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:

- o the School Engagement Plan
- o a parent-friendly explanation of the School and District's Engagement Plan
- o the informational packet
- o 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:

- o to help organize meaningful training for staff and parents,
- o to promote and encourage a welcoming atmosphere, and
- o 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:

- o what students will be learning
- o how students will be assessed
- o The informational packet
- o what a parent should expect for his or her child's education
- o how a parent can assist and make a difference in his or her child's education.

- **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](#)

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>
Kim	Simco	Principal
Heather	Barron	Assistant Principal
Maryanne	Mabry	School Counselor
Andrea	Ceballos	Parent
Jessica	Lindsley	Parent/PTA President
Bethany	Walmsley	Parent and Teacher
Kari	High	Parent

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

