

Heber Springs Elementary School 2023-24 Arkansas Engagement Plan
[Effective April 2023]

Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are *required* but do not need further elaboration within the written portion of your plan. In the response fields, you may 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)]

1.1 Parents will be involved in the development of the school parent and family engagement plan. Parents will complete a survey regarding Parental Involvement at the beginning of the year to provide feedback on the parental involvement plan and how to improve it. The Family and Community Engagement Team will review, update, and improve the school parent and family engagement plan annually in response to the survey results collected. The results of the survey and plan will be communicated through the plan itself, as well as through Family and Community Engagement newsletters. Parents will be invited to serve in a variety of roles to ensure adequate representation of parents of participating children through such activities as volunteering at Literacy and STEAM Nights, PTSO, Field Days, Field Trips. In the event that the Title I School-wide Plan is not satisfactory any parent comments will be submitted to the district. PTSO Meetings are held regularly, in addition to HIPPY Meetings for Preschool parents, and multiple events throughout the year for parent, student, and school interaction.

1.2 In April a school wide meeting will be held for parents, families, and other stakeholders to provide input on the components of the plan, effectiveness thereof, and recommendations for changes. The survey will also be available online for parents and family members unable to attend.

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)]

2.1 The school parent and family engagement plan is made available to families and the local community via the school district website and a printed copy is available upon request. The school parent and family engagement plan, as well as monthly newsletters, include contact information for the parent facilitator.

2.2 The plan is written in an understandable and uniform format, provided in a language the parents can understand, and the informational packet is appropriate for the age and grade of each child. An informational packet is distributed annually to include: a description of Family and Community Engagement Plan, recommended roles, ways for a family to get involved in a variety of roles.

2.3 A schedule of activities planned throughout the year is included in the Family and Community Engagement Plan. The Parent Information Packet provides a description of regular, two-way, and meaningful system for parents/teachers to communicate. A parent-friendly summary/explanation of the parent and family engagement plan is online and as a supplement to the student handbook. Meetings are offered at various times and various formats in order to accommodate parents.

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))]

3.1 The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understanding of effective parent and family engagement strategies. No fewer than three (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

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

- August 10, 2023: 4 - 6 p.m. Back to School Night/Open House for students and parents
- September 21, 2023: 2:30pm - 7:00pm, Parent Teacher Conferences
- To Be Determined: Annual Parental and Family Engagement Team Meeting
- Annual Title I Meeting Annual Report to the Public
- October, 2023: Scholastic Book Fair
- October 2023: Grandparents' Breakfast
- January - March, 2024: One School, One Book Initiative: The school will encourage parents to read with students and be provided activities to support the literature connection at home to promote literacy. Videos from community volunteers reading and experiencing the book will be posted online to promote community engagement.

- January 2024: Literacy Night (One School, One Book Kick-Off)
- February 14, 2024: 3:30 pm - 7:00 pm, Parent Teacher Conferences
- March 2024: 4 - 6 pm STEAM Night
- May 2024: Summer Activity Fair Monthly PTSO (Parent, Teacher, Student, Organization) Meetings: Outreach activities for parents and opportunities to support school learning and events and attend parent volunteer training sessions.
- September 2024, in conjunction with Parent Teacher conferences to explain the ACT Aspire Assessment and NWEA Map Assessments taken by students.

4.2 The school will hold an orientation for parents of all grade levels to inform them about the school's participation in the Title I program and to encourage parents to be involved with reviewing and revising of the School's Title I Plan.

4.3 Teachers will hold conferences individually with parents of children in their classrooms. Teachers will provide parents with a description and explanation of the curriculum in use. Parents will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will be provided with a description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards. Parents will also be given suggestions for coordinating school parent efforts and explanations of homework and grading procedures. The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning: Hippy mentoring, Grandparents Day, One School, One Book Event, Field Day volunteers, PTSO Meetings, Orientation Presentations, Choir Concerts, Gate Plays, Hearing and Vision Screenings, Food Pantry, and WRAAA Foster Grandparent Program.

4.4

- Surveys regarding volunteer interests are sent out individually by teachers.
- The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning: Hippy mentoring, Grandparents Day, One School, One Book Event, Field Day volunteers, PTSO Meetings, Orientation Presentations, Choir Concerts, Gate Plays, Hearing and Vision Screenings, Food Pantry, and WRAAA Foster Grandparent Program.

4.5 There are resources provided to help support parents and families with parenting skills in the parent resource center.

4.6 Monthly HIPPY Meetings: Activities to support parents in helping their student's academic success through various topics such as car seat safety, science activities, performance groups, and behavioral support. The meetings will be held at various times during the day or evening to better accommodate parents. Outside speakers will provide parents with more information concerning ways to make their child's academic and social life more successful.

5: Coordination

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

Guiding Questions

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*
[ADE Rules Governing Parental Involvement Section 5.06]
- **5.2:** *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
 - *public preschool programs such as Head Start*
 - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
 - *wraparound services that allow families to send their children to school ready and able to focus on learning*
[ESSA §1116(e)(4)]
- **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]

5.1 The school enables the formation of PTSO (Parent, Teachers, Students, and Others) organization that fosters parental and community involvement within the school.

5.2 Coordinate and integrate parent and family engagement strategies with parent and family engagement strategies under other programs, such as the Head Start Program, Cleburne County Community School, and, Home Instruction Programs for Preschool Youngsters, and state-run preschool programs. Parents may check out materials, use the computer to check grades, and visit educational websites. Parents will be encouraged to view the Title I Plan located in the parent resource center or media center. A suggestion sheet will also be available for parental input. The school will open the resource center at hours that are convenient to parents.

5.3 Community businesses work with the school to provide additional supports, including, but not limited to: sponsoring shoe and coat drives for students; participating in the One School, One Book initiative to serve as guest readers; and participating in the annual Summer Activity Fair.

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)]

6.1 The school will conduct an annual Title I meeting in September to inform parents of the requirements of Title I and the school's participation, to inform parents of their rights under Title I.

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)]

7.1 School staff, parents, and students will develop a school , parent, student compact. This compact will outline how parents, school staff, and students share the responsibility for improving student

academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact.

7.2 The importance of regular, two-way, meaningful communication is addressed through: two formal Parent/Teacher Conference dates each year, frequent reports on progress, reasonable access to staff, opportunities to volunteer, observation of classroom activities. The school will build and develop a partnership with parents and the community to help children achieve the challenging State academic standards. School staff use volunteer surveys to compile a volunteer resource book listing interests and availability of volunteers. Parents are involved in a variety of roles through the PTSO, individual classrooms, and school levels.

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 school will engage parents in decision making about the allocation of its Title I, Part A funds for parent and family engagement.

8.2 School provides opportunities for parents and family members to provide input through the annual survey and at the annual committee meeting.

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.
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]
- ~~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)]

School Information

School Name:	Heber Springs Elementary
School Engagement Facilitator Name:	Brana Kyzer & Emily Richard
Plan Revision/Submission Date:	July 5, 2023
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>
Brana	Kyzer	Counselor
Emily	Richard	Counselor
Sarah	Shannon	Principal
Gentry	Dew	Asst. Principal
Alesha	Presley	PTSO Rep & Parent
Rachel	Rainbolt	Preschool Teacher & Parent
Erin	Fulks	Parent
Katherine	Gonzalez	Student

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](#)

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 visit our website [#EngagementMattersAR](#)

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]