

# Howard Perrin Elementary 2023-24 Arkansas Engagement Plan

## **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)]

The mission of Howard Perrin Elementary's Family and Community Engagement Committee is to continuously provide and improve ways for parents, families, and community members to engage in the education of our students, and to be proactive in meeting the needs of our families in regards to what is needed to support learning outside the classroom.

Howard Perrin Elementary has a Family and Community Engagement Committee which includes parents and staff members. The parents represent a culturally diverse group with students in multiple grade levels to ensure adequate representation. The committee is formed by August of each school year. Our plan is data informed. The data is collected from surveys sent by the District and/or Howard Perrin to ensure our goals and objectives are aligned with the needs of our families and community. The survey provides academic improvement and engagement needs of our students and their families.

- Our Family and Community Engagement Plan aligns with our school Mission Statement and [School Improvement Plan](#) Goals. It also includes a simple School Parent Plan.
  - Students will:
    - Arrive to school on time and be ready to learn.
    - Actively listen to the teachers and ask questions.
    - Give their best effort.
    - Follow all Social Contracts and ROAR expectations.
    - Participate in Camp Read A Lot each morning.
    - Practice fluency in reading and math each day.
  - Parents will:
    - Be sure their child consistently arrives on time and ready to learn.
    - Support and praise their child's efforts.
    - Be knowledgeable of their child's essential standards at each grade level.
    - Participate in parent/teacher conferences.
    - Expect their child to follow the Social Contracts and ROAR expectations.

- Howard Perrin will:
  - Ensure high quality teaching and leadership for students.
  - Maintain frequent communication with families about their child's progress and ways to support at home.
  - Increase our high levels of learning by participating in professional development.
  - Expect and support students in following the Social Contracts and ROAR expectations.

## **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)]

An informational packet is included in the beginning of the year information given at Open House or during the first week of school. It can also be provided by contacting Kelly Keene, Parent Facilitator at [kkeene@bentonschools.org](mailto:kkeene@bentonschools.org). Any questions or concerns can be directed to Mrs. Keene and will be brought before the FACE Committee for discussion.

- The packet includes the following:
  - Volunteer Interest Survey (online and on paper at Open House)
  - A list of monthly events and the August school calendar
  - Remind/DoJo signup information to provide and encourage a regular, two way, and meaningful system for parents and teachers to communicate.
  - a copy of the School Parent Plan

- Newsletters are sent through digital platforms or paper each month.
- Programs, meetings, and other activities are communicated through: the monthly calendars, school website/social media, classroom newsletters, and DoJo.
- Parent meetings will be offered at various times throughout the day, as well as through Google Meets and phone calls, to allow for higher attendance.
- Methods for contacting the school/teacher:
  - call the main office 501-778-7411
  - paper notes
  - email the teacher or staff
  - DoJo messages

### **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))]

Teachers, staff, and administrators participate in professional development opportunities to increase and/or update their strategies on reaching families and involving them as equal partners in education.

- Family and Parent Engagement professional development is required every four years, but we include a review of best practices each year.
  - Teachers are trained on the importance of effective communication skills needed when

reaching out to parents for support and assistance.

- Teachers utilize the Volunteer Interests survey to engage parents.
- The process for resolving parent concerns should begin with the classroom teacher(s) as stated in the District Handbook. Unresolved concerns should be discussed with Mrs. Keene, Assistant Principal or Mrs. Shelnut, Principal. Additional concerns may be addressed by the Elementary Assistant Superintendent.

#### **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)]

We provide timely information on the curriculum, achievement tests, and results.

- The Report to the Public is held in August, and is an opportunity to share school and student performance data with families in ways to seek their ideas about how to improve performance toward Arkansas's challenging standards and to share in the accountability of preparing students for success. A description of ACT Aspire and NWEA MAP Assessments are given during the Report to the Public as well as on a cover letter sent with the student's performance report.
- The district created Refrigerator Curriculum and Howard Perrin Essential Standards documents provide a description and explanation of the curriculum in use.
- Each grade level will sponsor a Curriculum Connection Nights are for families to learn directly from school staff about specific grade level academic, behavioral, and social goals. The Curriculum Connection Nights connect families to tools and resources, as well as communicate learning goals expected to be met by the end of the grade level.
- Online Resources
  - There are links to resources on the Benton Schools webpage. Select Howard Perrin and specific HP resources will be listed there. Our main curriculum resource page contains how-to videos, strategies to support learning at home, and curriculum pacing and examples.
  - Mrs. Elkin's ART Facebook page is for sharing student artwork and projects.

Parents are encouraged to monitor their child's progress.

- This can be done by utilizing the Home Access Center for 4th grade students. Their percentage and assignment performance is listed for each subject/content area. Interim reports may be sent home after the 4th week each quarter. Progress Reports and Report Cards for K-3 students are standards based with scores of a 1, 2, or 3.

- Grade level newsletters, as well as the online parent resources, educate parents on how to work with teachers to improve the achievement of their children.

Howard Perrin Elementary provides parents with training and materials to help parents work with their children to improve achievement.

- Through our Curriculum Connection Nights, parents see first hand instructional strategies and materials used to support essential skills.
- A calendar of events will be included in the Informational Packet at the beginning of the year, as well as listed on our school's website. Literacy training will be a part of each grade level's sponsored Curriculum Connection Night.

Parents can engage in a variety of roles.

- Parents and family members are encouraged to sign up for UPTO committees to stay engaged in various events during the year and to participate in school decisions. The UPTO meetings are open to the public.
- Parent input through surveys and committee representation is used to help us evaluate the effectiveness of our School Improvement Plan which sets our school goals and priorities.
- Volunteer activities are available for school wide, grade level, and classroom specific events. There will be sign up periods for all events where volunteers are needed. The amount of events a parent can sign up for may be limited due to allowing for all parents to have an opportunity to serve while keeping the safety of our staff and students a priority.

School wide events could include:

- Fall Fest
- Watch DOG Dads
- Veterans' Day Parade
- Spring Fling
- Yearbook
- Picture Day
- Community Readers
- Community Speakers

Grade Level Events could include:

- Field trips (all)
- Cinco De Mayo Celebration (2)
- Thanksgiving Feast (K)
- Music Programs (all)
- Guest Speakers
- Tutor (small group)
- Vocabulary Parade (1st)

Classroom Events could include:

- Christmas and Valentine Party Set Up/Clean Up
- Guest Speakers
- Guest Readers

- Tutor (small group)

Howard Perrin Elementary promotes and supports responsible parenting.

- As funds are available, the school shall purchase informative materials regarding responsible parenting through the school library and advertise the selection to give parents an opportunity to borrow the materials for review.
- The [online parent resources](#) will serve as our Parent Center to allow for ease of access.

Howard Perrin Elementary will provide parents instruction on how to incorporate developmentally appropriate learning activities in the home environment. The Division of Elementary and Secondary Education website includes a section of [tools for parents](#).

- Role play and demonstrations of curriculum resources and standards by certified teachers will take place at each Curriculum Connection Night.
- Through the use of our district resources, assistance with nutritional meal planning is also available.

## **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)]

We investigate and utilize community resources.

- Through Mr. Rhynes, our counselor, coordinates resources for our students.
- Our district participates in Bright Futures. Through Bright Futures, Ms. Christon, coordinates community resources based on student needs. There is a survey parents can complete when a need arises. We strive to partner and collaborate with the community to strengthen school

programs, student learning opportunities, and provide access to resources for families. We will support parents and families in accessing the community services available.

Howard Perrin students have the opportunity to receive services.

- The Counseling Clinic partners with the Benton School District to provide site based mental health services. They are available for students and families to support being school ready and able to focus on learning.
- We also have several teachers in the district who offer paid tutoring services throughout the school year after the contracted day (3:30) and conducted off campus. A list of those teachers are available by contacting Kelly Keene at [kkeene@bentonschools.org](mailto:kkeene@bentonschools.org).

UPTO is Howard Perrin's parent organization.

- The UPTO provides an opportunity for parents to be involved in decision making and volunteer efforts. There is a sign up table at Open House and information on how to get involved. There are monthly UPTO meetings held at Howard Perrin during various times of the day.

#### **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)]

Howard Perrin is not a Title 1 school at this time.

#### **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)]

Howard Perrin is not a Title 1 school at this time.

### **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)]

Howard Perrin is not a Title 1 school at this time.

### **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 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.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 its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes.~~

[ESSA § 1116(a)(3)(A)]

- ☑ ~~A.14: 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.15: 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](mailto:ade.engagementmatters@ade.arkansas.gov)~~

[ESSA § 1116(b)(4)]

- ☑ ~~A.16: 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](#)

<b>School Name:</b>	Howard Perrin Elementary
<b>School Engagement Facilitator Name:</b>	Kelly Keene
<b>Plan Revision/Submission Date:</b>	May 11, 2023
<b>District Level Reviewer Name, Title:</b>	June 1, 2023

District Level Approval Date:	June 1, 2023
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**Committee Members, Role**

First Name	Last Name	Role
Kelly	Keene	Administrator
Amy	Baldwin	teacher
Kenya	Lewis	counselor
Lindsey	Fleisher	parent
Britany	Meyers	parent
Christopher	Bedell	parent
Courtney	Tipple	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](mailto: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]