

Greenland Elementary - 2023-2024 Parent 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 Parent and Family Engagement Committee, which is made up of the parent facilitator, principal, faculty members, and parents will meet as needed to make decisions about parent and family engagement activities. The tasks of the committee include but are not limited to:

- Review, evaluate, and update the Parent and Family Engagement Plan, at least annually, to meet the changing needs of parents and the school
- Ensure adequate representation of parents of participating children in the process in a variety of roles
- Submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents
- Address opportunities for regular meetings if requested by parents

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)]

The Parent/Family Engagement plan will be posted on the district website, a paper copy will be available in the elementary office upon request.

Greenland Elementary will keep parents informed about activities that they could become involved in with the use of:

- District Website
 - Thrillshare alerts via app, text, email, and social media
 - Teacher websites
 - Surveys
 - Calendar
 - School Closings
- Social Media
 - Facebook, Twitter and Instagram
- School marquee
- Apptegy Rooms on the District's Mobile App

The Greenland Elementary School Parent and Family Engagement Plan is available to families and the local community, contact information for the parent facilitator is included.

Meetings will be offered at various times to increase parent and community involvement. These meetings will be offered in various formats, which include online and in-person meetings.

Parent/Teacher meetings are offered through Google Meet, FaceTime, Google Hangout, Zoom and phone calls. This allows parents to pick a time to meet when it is convenient for them. Home visits with multiple staff members are available if

necessary. The school principal and counselor collaborate with the Director of Student Services to determine student needs.

Each teacher will send home a folder containing class newsletters, student papers and work samples each week. This folder will also house permission slips for field trips, book order forms, volunteer opportunities for the classroom and general information about clubs and sponsored events at the school.

The school will provide to parents a standards based report card every 9 weeks with information regarding their child's academic progress, study habits, and citizenship.

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))

Parent and Family Engagement professional development opportunities are provided by Northwest Arkansas Educational Service Cooperative, Arkansas Ideas and at Greenland Elementary School. These trainings are designed to help faculty

and staff understand how to relate to families, communicate effectively and build positive working relationships.

Greenland Elementary faculty and staff recognize parents as equal partners in the students' educational process and the importance of parent contributions in students' achievement.

Teachers are provided time in their schedule each week to meet with their core team of teachers to discuss students. These opportunities are mentioned below. Students' growth patterns and how they differ among gender, grades, and each child are discussed.

During our Back to School Professional Development, GES staff discusses the importance of a proactive partnership between the student-family-school. During this professional development we discuss positive, open, transparent communication and the expectations of all staff members. Teachers are encouraged to access social media and their websites as a means to communicate with parents. Teachers use Aptegey Rooms, email, text messages, FaceBook and Seesaw to communicate with parents.

Professional learning communities meet weekly, for core teachers, to determine student curriculum needs. We meet with district leaders in literacy, math, our instructional facilitators, interventionists, counselor and principal to help individual teachers/students.

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)]

Parent involvement meetings will be held quarterly. Title I, Part A requirements will be provided at the Annual Title I meeting.

The following information will be provided to parents during Parent/Teacher Conferences:

- A description and explanation of the curriculum in use

- Individual student academic assessment results and interpretation of those results
- A description and explanation of the assessments used to measure student progress and achievement levels of challenging State academic standards
- Assistance and instruction in understanding the following topics:
 - Arkansas Academic Standards
 - State and local academic assessments, including alternate assessments

Additionally, Greenland Elementary will collaborate with parents to promote and support responsible parenting in the following ways:

- Strategies parents can use to support their child’s academic progress
- Partnering with teachers to support their child’s academic achievements
- Incorporating developmentally appropriate learning activities
- Use of ADE website and tools for parents [<http://www.arkansased.gov>]
- Assistance with nutritional meal planning and preparation
- Including role play and demonstration by trained volunteers

The committee will host parent nights including, but not limited to, Literacy Night, Math Night, social-emotional topics to provide materials and training to help parents work with their children to improve their children’s achievement.

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?*

Greenland Elementary School will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families by:

- Invite parent and community partners to speak to students
- Collaborate with Greenland Middle School to provide a smooth transition from one school to the other
- Promote and support responsible parenting
- Encourage alumni to create an alumni advisory commission
- Use of the following community resources to strengthen our school programs, practices, and learning: clothes closet, school supplies, and snack packs, pirate pantry, essential outreach
- Incorporate this plan into the school's improvement plan
- Ozark Guidance School Based Services-referrals made by parents and teachers for mental health services.
- Social Emotional Learning-Implemented in every grade level using the Mind-Up curriculum and the school counselor.
- Parent Teacher Organization-Collaborate to provide various activities and supports for students and teachers

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)]

Greenland Elementary will hold an Annual Title I meeting in September/October. The purpose of the annual Title I meeting is to:

- Inform parents of the requirements of Title I and the school's participation
- 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)]

We will use the current School-Parent Compact to have parents review it and offer feedback on how to improve it to best serve the needs of our parents and students. Revisions will be made as needed by the school's parent engagement committee.

Greenland Elementary and the parents of the students participating in activities, services, and programs funded by Title I, Part A agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improving student academic achievement.

School Responsibilities

Greenland Elementary will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards
- Provide regular two-way, meaningful communication in the following ways:
 - The Student Handbook
 - Annual Open House
 - Parent/Teacher Conferences (fall and spring)
 - Progress Reports and Report Cards sent home quarterly
 - Summative test results
 - Conferences with teachers upon request
 - Opportunities to volunteer
 - Observation of classroom activities
 - Parent Teacher Organization (PTO) meetings
 - Parent volunteer survey
 - Monthly updates and volunteer opportunities in the counselor's newsletter, available online
 - Parent and family nights
 - Access to student behavior via Apptegy Rooms
 - Other classroom information via class newsletters and Apptegy Rooms
- Recognize that parents should be involved in a variety of roles and provide these roles through collaboration with the school's PTO

Parent/Guardian Responsibilities:

We, as parents/guardians, will support our children's learning in the following ways:

- Help my child(ren) attend school regularly with supplies, well-rested and on time
- Establish a time and place for schoolwork and review my child(ren)'s work regularly
- Spend time each day with my child(ren) reading, writing, listening, and/or just talking
- Communicate with my child(ren)'s teachers through a take-home binder/folder, email, phone calls through the office and/or other designated communication tools
- Offer praise and encouragement to my child(ren)
- Help my child(ren) learn to resolve conflict in positive ways
- Be involved in planning, improving, and reviewing parent involvement opportunities
- Communicate with the school when contact information changes to prevent delays in communication

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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)]

The school does not have a required amount set aside for parent engagement funds, however, the district does allocate funds annually to the school for parent engagement materials and activities.

The parent facilitator will utilize parent meetings and parent surveys to disseminate information regarding funds and receive input on how the funds are used. The Greenland Elementary Parent and Family Engagement Committee will collaborate with school personnel to determine how best to use funds for programs and events.

Assurances

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

- **A.1:** The School understands that annually by August 1, the public School’s Engagement Plan shall be developed, or reviewed and updated.
[ADE Rules Governing Parental Involvement Section 3.02.3]
- **A.2:** The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:
 - the School Engagement Plan
 - a parent-friendly explanation of the School and District’s Engagement Plan
 - the informational packet
 - contact information for the parent facilitator designated by the School.[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]

- **A.3:** The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.
[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]
- **A.4:** The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]
- **A.5:** The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District’s Engagement Plan summary/explanation.
[A.C.A. § 6-15-1704(a)(3)(B)]
- **A.6:** The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:
 - to help organize meaningful training for staff and parents,
 - to promote and encourage a welcoming atmosphere, and
 - to undertake efforts to ensure that engagement is recognized as an asset to the School.
 [A.C.A. § 6-15-1702(c)(1-2)]
- **A.7:** The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book.
[A.C.A. § 6-15-1702(b)(6)(B)(ii)]
- **A.8:** The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.
[A.C.A. § 6-15-1702(b)(3)(B)(ii)]
- **A.9:** The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.
[ADE Rules Governing Parental Involvement Section 3.02.2]
- **A.10:** The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:
 - what students will be learning
 - how students will be assessed
 - what a parent should expect for his or her child’s education
 - how a parent can assist and make a difference in his or her child’s education.
 [A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]
- **A.11:** Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.
[A.C.A. § 6-15-1702(b)(7)(B)(ii)]
- **A.12:** The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.
[A.C.A. § 6-15-1702(b)(6)(B)]
- **A.13:** The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.
[ESSA § 1116(a)(3)(D)]
- **A.14:** The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov
[ESSA § 1116(b)(4)]

- **A.15:** The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. [ESSA § 1116(c)(4)(C)]

References

State

- [Ark. Code Ann. § 6-15-1701 et seq.](#)
- [Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement](#)

Federal

- [Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312,6318, 6320](#)

School Name:	Greenland Elementary
School Engagement Facilitator Name:	Alexandria Lance and Kem January
Plan Revision/Submission Date:	
District Level Reviewer Name, Title:	
District Level Approval Date:	

Committee Members, Role

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

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>

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

District Reviewer Responses

Section 1 - Jointly Developed

- Changes Required
- Compliance is Met

[Text box for responses]

Section 2 - Communication

- Changes Required
- Compliance is Met

[Text box for responses]

Section 3 - Building Staff Capacity

- Changes Required
- Compliance is Met

[Text box for responses]

Section 4 - Building Parent Capacity

- Changes Required
- Compliance is Met

[Text box for responses]

Section 5 - Coordination

- Changes Required
- Compliance is Met

[Text box for responses]

Section 6 - Annual Title I Meeting

- Changes Required
- Compliance is Met

[Text box for responses]

Section 7 - School-Parent Compact

- Changes Required
- Compliance is Met

[Text box for responses]

Section 8 - Reservation of Funds

- Changes Required
- Compliance is Met

[Text box for responses]