

AR
 Westside Elementary School Hartman (Westside School District (Johnson Cty))
 193 School Street
 Hartman AR 72840
 479-497-1088

School Engagement Plan

Please read over the updated form closely. Note the new Assurances section allows you to confirm practices that are *required* but do not need further elaboration. In the response fields, please include links to additional information that can help support your story as you answer the guiding questions.

1: Jointly Developed Expectations and Objectives

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)]

Westside Elementary School is a school wide Title I facility. All parents are invited to attend bi-annual Parent, Family, and Community Engagement meetings. At these meetings, information is shared about the programs and curriculum offered to support students academic achievement, career exploration, and social/emotional needs. Parents are also encouraged to provide candid feedback concerning their students specific needs as well as areas in which the school needs to make improvements. These discussions have provided information concerning academic needs of ELL students, menu options in the cafeteria, and physical improvements needed on the campus.

In addition, the school conducts an annual needs assessment survey of all parents. Results of surveys are used in the development of ALL plans to be implemented on the Westside Elementary campus.

Finally, our school website provides a link for parents, families, and community members to provide feedback to the superintendent at any time. Contact information for the building level parent and family engagement facilitator is provided during Open House and contact is encouraged if parents, family, or community members have any suggestions for school improvement.

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)]

Communication with parents occurs in various formats- email, postage mail, notes home, phone calls, and social media outlets. Parents/guardians email addresses are requested annually to allow teachers easy communication with parents through out the school day. The school annually mails to parents their right to know information, a school calendar, and other essential information needed before the start of school. A school calendar of events and newsletter containing tips for parents/guardians in supporting their student academically, socially, and emotionally is sent home monthly. Many of the teachers use the Remind app so that parents can sign up to receive either group or individual messages from their students teacher to their cell phone. The Remind app. allows for two way communication and also allows parents to contact the teacher. Parents and families also still communicate directly using phone calls. The school also has a call system to notify parents and families when their are important events or notifications. Social Media outlets such as Facebook and the school website are used to post school events, announcements, and celebrations. Printed media is sent home in spanish to families requesting it.

Within the first week of every school year, parents/guardians/families receive a packet containing a copy of a "parent friendly" Parent, Family, and Community Engagement Plan; School Compact (outlines roles of students and parents in the educational process); instructions for accessing the student handbook; instructions for accessing their students teachers Remind app; and a volunteer interest form. Parents, family, and community members that would like to volunteer are contacted by the building Parent, Family, and Community Engagement Facilitator to discuss their interest area and availability.

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); A.C.A. § 6-15-1702(b)(5-7)]

Westside school faculty and staff attend in house meetings and professional development training to enable them to create a school climate of respect between parents, students, teachers, staff, administrators, and the community. The faculty is required to obtain 2 hours of professional development every four years specifically in parent, family, and community engagement and encouraged to participate more frequently in trainings offered through Guy Fenter Educational Service Cooperative, Arkansas Department of Education, and Arkansas IDEAS that support Parent, Family, and Community Engagement strategies. Faculty and staff are also encouraged to attend parent, family, and community events not just at school but in the community as well in order to build collaborative relationships.

Teachers that are new to the district are assigned a "hall buddy" to assist them in using TAC, Remind, and answer questions concerning district policies including those related to parental contact, chain of command, and required documentation for parental contacts.

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 Department of 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)]

Parents, Families, and Community members can find information regarding school curriculum; assessments; grade level/subject level standards; videos in the use of Google Classroom, HAC, Planbook, and Remind; and contact information for faculty and staff on the school website. In person trainings for parents in the use of Google Classroom, HAC, Planbook, Remind, and any other curriculum or programs used by the school is provided periodically and upon request. Notification of all Parent, Family, and Community Engagement meetings is sent home with students in writing and also posted on the school's Facebook and website. These meetings are open to the public and comments/input is strongly encouraged. At the beginning of every school year and as new students enroll, a parent/family volunteer form is sent home. Once received, the building level Parent, Family, and Community Engagement facilitator contacts the parent/family to see in what capacity they would like to volunteer at the school or offers suggestions such as sitting on a committee, tutoring students, etc.. Teachers periodically share instructional methods and materials that parents can use at home. In addition, a monthly newsletter containing instructional and parenting strategies is also sent home. A parent library with parenting resources is available in the hallway outside of the Elementary Office. These materials are free for parent use and can be checked out with the office staff. Some brochures and pamphlets are free for parents to take.

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)]

Westside Schools Curriculum Coordinator, building principal, nurse, and school counselor works with local community organizations to bring community leaders and alumni into the school to support academic instruction, career exploration, and social/emotional learning. Guests from local banks, doctors, dentists, health department, electrical company, police, and fire departments present programs or provide health clinics to students. An ABC Preschool program is also offered on the Elementary campus in order to prepare preschoolers for Kindergarten. Having this program on our campus is especially helpful in allowing students to become familiar with the building and staff so as to remove some of the apprehension of both parents/guardians and students for that "first day of school".

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)]

The annual Title I meeting to inform parents of the requirements of Title I and the school's participation in Title I is usually held in October. Announcement of this meeting is made in the local newspapers and on the schools Facebook and website pages. Parents Right to Know letters are sent out every year in July by the Federal Programs Coordinator.

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)]

The schools School-Parent compact is discussed in one of the bi-annual Parent, Family, and Community Engagement Meetings. This compact is sent home with students in the registration packet at the beginning of every school year and as new students enroll. Parents and students sign the compact and it is returned to the school and placed on file.

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)]

While Westside Schools receives less than \$500,000 in Title I funds, \$1500 is set aside to be used to support Parent, Family, and Community Engagement activities. These funds are use to purchase newsletter subscriptions, supplies, and advertisement for events. The Parent, Family, and Community Engagement Committee is responsible for determining the use of funds.

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)]*
- ☒ **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
- The informational packet
- 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:	Johnson County Westside Elementary
School Engagement Facilitator Name:	Meredith Young
Plan Revision/Submission Date:	7/19/22
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 (Teacher, Staff, Parent, Student, or Community Member)
Meredith	Young	Building Parent, Family, and Community Engagement Facilitator/Teacher
John	Elms	Principal
Kimberly	Owens	Counselor
Chelsi	Yarbrough	Parent/Teacher
Mary	Floyd	District Literacy Coach/Parent
Brittany	Grigsby	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.)

District Reviewer Responses

Section 1 - Jointly Developed

- ☐ Changes Required
☐ Compliance is Met

Comments:

-Section 2 - Communication

- ☐ Changes Required
☐ Compliance is Met

Comments:

Section 3 - Building Staff Capacity

- ☐ Changes Required
☐ Compliance is Met

Comments:

Section 4 - Building Parent Capacity

- ☐ Changes Required
- ☐ Compliance is Met

Comments:

Section 5 - Coordination

- ☐ Changes Required
- ☐ Compliance is Met

Comments:

Section 6 - Annual Title I Meeting

- ☐ Changes Required
- ☐ Compliance is Met

Comments:

Section 7 - School-Parent Compact

- ☐ Changes Required
- ☐ Compliance is Met

Comments:

Section 8 - Reservation of Funds

- ☐ Changes Required
- ☐ Compliance is Met

Comments: