

AR
 Louisa Perritt Primary (Arkadelphia School District)
 1900 Walnut St
 Arkadelphia AR 71923
 870-246-2260

School Engagement Plan

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 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)]

1.1: Perritt Primary School holds monthly meetings with parents during PTC meetings. These meetings are held at a time during the day that allows parent attendance. For parents who are unable to attend in person, a ZOOM link is provided for ultimate participation. While the Engagement Plan is reviewed on as-needed basis, a committee of teachers, parents, administrators, and the Family Engagement Facilitator meet yearly in the spring semester to update the plan.

1.2: Invitations are sent to all parents to join the monthly PTC meetings. Parents of all backgrounds are invited to be a part of the development/revision of the Perritt Primary Engagement Plan. Each year, new parents are asked to review the new/revised plan.

2: Communication

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

Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*

- *schedule of activities planned throughout the school year*
- *regular, two-way, and meaningful system for parents/teachers to communicate*
[A.C.A. § 6-15-1702(b)(3)(B)(1)]
- **2.2:** *How will the School ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *how is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*
[ESSA § 1116(e)(5)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
[ESSA § 1116(c)(2)]

2.1: Perritt Primary School uses a variety of means to communicate with parents. The Family Engagement Plan is posted on both Perritt's Facebook and Website as a means for parents to become familiarized with the plan before our annual Title 1 Meeting. A Parent/Student/Teacher Compact is sent home annually for parents to become familiar with the roles for parents, students, teachers, and the school as a whole. A Volunteer interest form is also sent home at the beginning of each school year for parents to sign up for volunteer opportunities throughout the school year. Social Media in the means of Facebook is used regularly to keep families informed of the happenings at Perritt via Perritt Primary's main Facebook page and Teacher Classroom developed Facebook pages. Many teachers use Class DoJo, Remind and/or Facebook as a means of communicating daily with parents. Weekly and Monthly Newsletters are also sent home in Perritt Communication Folders to keep parents informed of upcoming events/activities throughout the year. Teachers use the Remind app as a two-way communication tool to keep parents up to date with what is going on within their classroom. Parents are also provided with the email addresses of teachers, administrators, the Counselor, Instructional Facilitator, SPED Designee, and Parent and Family Engagement Coordinator. Progress reports are sent home four times per year during each nine weeks and report cards are sent home at the end of each of the four nine weeks to keep Parents informed of their student's academic progress. Reading Levels and NWEA testing reports are also sent to parents bi-yearly.

2.2: At the beginning of the year, we have each parent fill out a Language Survey so we can best meet their individual needs as a family throughout the year. Once needs are identified, we have interpreters come and help us on a case-by-case basis to ensure all families are being provided the information in a way in which they can understand. Our Arkadelphia School District and Perritt Primary website allow for a language change from English to Spanish by the click of a button.

2.3: At Perritt, we strive to ensure parents stay up to date about what is going on with their student. Therefore, we try our very best to accommodate their needs in scheduling so they are able to attend. For meetings, we are available before school or after school, as well as during the school day at all times. We offer flexible opportunities for parents during Parent Teacher Conferences after work hours for those working families that do not get off until after 5:00 PM. If parents are unable to attend in person, we provide ZOOM links or have held phone conferences so we can keep them informed. We also have had meetings in homes for those without the ability to get to school due to lack of transportation. We make it our top priority to work with families to ensure we are all a team doing what is best for each individual student.

3: Building Staff Capacity

Describe activities that will be used with School staff to build their capacity to work with parents as equal partners.

Guiding Questions

- 3.1:** *How does the School build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to ensure ALL School staff (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:*
- *the value and utility of contributions of parents [Title I schools]*
 - *how to reach out to, communicate with, and work with parents as equal partners [Title I schools]*

- *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
- *how to respond to parent requests for parent and family engagement activities [Title I schools]*
- *that parents play an integral role in assisting student learning [all schools]*
- *how to welcome parents into the School and seek parental support and assistance [all schools]*
- *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*

[ESSA § 1116(e)(3;14); A.C.A. § 6-15-1702(b)(5-7)]

3.1: The Arkadelphia School District and Perritt Primary prides ourselves in understanding the value in parents as being equal partners. Every four years all teachers are required to attend Parental Engagement Training. Our district also has policies for Parental Engagement. At the beginning of the year, during our Staff Retreat, Perritt teachers, staff and administrators work to develop essential duties of each (teachers, administrators, community partner, parents, other stakeholders). We use this "list" to determine how we will ensure each patron fulfills their duties. We discuss the value each of our parents hold in our school community and ways in which we can involve them each school year. During this retreat, we discuss the vital role parents play and how to build the important relationship from the beginning at Open House. We also discuss plans for involving parents throughout the year, procedures for involving parents and handbook policies if a problem should arise.

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)]

4.1: Perritt Primary School holds an annual Title I meeting that is open to all families. At Open House, teachers discuss the curriculum used with parents. It is further discussed during each of the two parent teacher conferences and on an as needed basis in between those meeting dates. Parent letters are sent home with our Eureka Math program at the beginning of each new unit. Teachers also review the K-2 state testing assessment used to measure academic progress at both Parent Teacher Conferences and a parent letter discussing Lexile levels is also sent home. Video links are posted on Perritt's Facebook and Website to prepare students and parents for state testing. Essential standards in Literacy and Math are sent home at the beginning of each academic year for parents to understand what their student is expected to learn each nine weeks.

4.2: Teachers communicate regularly with parents to discuss student progress. Parents of struggling learners are given ideas/ways in which they can reinforce skills at home. Parents are provided with their student's login accounts for remediation of skills in the areas of literacy and math to reinforce skills at home. Meetings are held on a regular basis with parents of struggling learners with our Response to Intervention and Special Education Committees.

4.3: Parents are provided with Lexile reading levels after the winter and spring state NWEA test sessions. This packet includes a list of books that are suggested at each level. Parents are also given login information to educational programs used onsite at Perritt to be used as remediation at home in the areas of literacy and math. Parents are provided educational websites to enhance their child's skill set when working at home. When students are sent home with Chromebooks to work, parents are provided a mini workshop on how to use the device and apps required for students to complete necessary assignments. Parents are provided with the areas of deficit in literacy and math and an explanation of each, in grades K-1 on their standards-based progress report and report card. During Kindergarten Round Up, parents are provided with the areas of strengths and growth areas to prepare their student for their upcoming Kindergarten year. Perritt Primary also housed a Parent Resource Center in which parents may come and check out or get information in which they find necessary to help their child.

4.4: During the summer before school begins, the staff at Perritt meets to develop goals for the school year. These goals are reviewed at PLC meetings and worked on by all staff members to ensure they are a top priority. Each year, an anonymous parent survey is used to help guide decision making in all areas of general education and special education. These surveys are used to help us evaluate the effectiveness in our building processes, procedures, curriculum and management as a whole. We also welcome community and parent volunteers daily within our building. Some of our volunteers include: morning greeter (Pastor of local church), Fraternity and Sorority Members (read to classrooms), Ouachita Baptist University students (tutor students in reading and math), parent volunteers (read to students/help in classrooms, help organize/carry out fundraisers, help with events). Each month, we have a Lunch and Learn and Breakfast with Parents to inform them of happenings/student performance. Our Engagement plan is discussed with parents at meetings throughout the year and revised each year in the spring.

4.5: Perritt sends home parenting tips via a Newsletter throughout the school year. These are also posted on our Facebook page. A Parent Resource Center is also available to our parents with specific topics of interest/need.

4.6: Our teachers provide instruction at least three times per year to parents on how to incorporate developmentally appropriate learning activities in the home environment at Open House and two times per year at Parent Teacher Conferences. Our teachers also provide parents with explicit ways in which they can support their students' academic needs at home in their weekly communication newsletter that explains what students are learning. Perritt staff also provides parents access to the Division of Secondary Education website for tools for parents. Our district also provides support with assisting parents with nutritional meal planning via our weekly food bags that are sent home to students in need. Our district also supports all families by providing free breakfast and lunch to all students in grades K-12. We also provide tips in our monthly newsletter for nutritional meal planning.

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: We partner with the following organizations, businesses and community partners to provide supports, services and resources to families at Perritt Primary School: OBU, HSU Greek Organizations, Community Counseling with Ouachita Behavioral Health and Wellness, Behavior, Literacy, Math and Science Specialists at Dawson Cooperative, Backpack programs with the help of community support, and we provide free transportation via the Arkadelphia SCAT Bus for families in need. Perritt also has a Homeless Coordinator on our campus, who also serves as our Counselor. She works closely with community partners to help students/families in need.

5.2: Our district has an ABC Funded Preschool, and we provide Transition Services from Pre-K. Perritt works closely with all pre-schools and agencies who have served students in Preschool to ensure they are Kindergarten ready. We share our Kindergarten Essential Standards with said Preschools so they will know exactly what students are expected to learn in kindergarten.

5.3: Our Parent group holds monthly meetings, and the meeting is open to all parents on Perritt's campus. These meetings are used as a means to keep parents informed about what events are coming up, what students are learning, how students are doing on academic testing, etc. We also hold regular Coffee and Conversation meetings in the mornings before school, as well as Lunch and Learn meetings during lunchtime with parents to provide them with updates and get input from them as parents. In the event a parent/guardian is unable to attend a PTC meeting in person, a monthly ZOOM link is sent to so everyone has access to the content of the meeting.

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: At Perritt Primary, we hold our annual Title I meeting each year in the fall, by the end of October. The last meeting was held on October 20, 2022. Parents were invited via the school Newsletter. All Perritt Parents and community members are always welcome to attend.

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: Perritt staff collaboratively works with parents to develop a School-Parent Compact. This Compact is reviewed and revised each year in May, as needed. The school-Parent Compact outlines how parents, staff, and students share the responsibility for academic achievement. All stakeholders review and sign the Compact on a yearly basis. We use this as a means of explaining the importance of two-way communication for academic success.

7.2: Families are provided a copy of the School-Parent Compact at the beginning of each school year in the Student Handbook. The Perritt Handbook/School-Parent Compact is also found on Perritt Primary's Website. The Compact states parents will participate in Parent Teacher Conferences and be provided opportunities to volunteer. It also indicates families will receive frequent progress on reports and be provided reasonable access to staff, and specifically lists ways in which parents may contact staff at Perritt.

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 Director of Federal Programs coordinates the calculations to reserve a minimum of 1% of the Title I, Part A allocation for parent and family engagement, with 90% going to each school in the district since Arkadelphia is a Schoolwide Title I District. Principals, Parent and Family Engagement Coordinator, parents, and teachers collaboratively plan engagement activities for each campus and utilization of the parent and family engagement funds for that campus. Perritt Primary has a Parental Involvement Committee. One way in which parent and family engagement funds are spent at Perritt is for the Perritt Family and Engagement campus Coordinator that receives a stipend. She is responsible for overseeing planned activities for Parent Engagement. Funds are also spent for Parent Engagement activities throughout the school year. The Administrator and Parental Involvement Coordinator and Committee work to determine priority of how funds are spent and what is needed on a yearly basis for parental engagement.

8.2: Perritt Primary works diligently to ensure families feel welcomed in our school. All parents are encouraged to become part of our PTC organization and furthermore, serve as an Officer on the Board of Directors for the organization. During the monthly meetings, we ask for input from the group as to how funds should be best spent for parent engagement activities.

Assurances

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

Required...your form will not save unless all boxes are checked.

- 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)]

☑ **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)]

School Information

School Name:	Perritt Primary School
School Engagement Facilitator Name:	Kimberly Ellison
Plan Revision/Submission Date:	June 1, 2023

District Level Reviewer Name, Title:	Dr. Jeanette Turner, Director of Curriculum and Instruction
District Level Approval Date:	7/30/2023

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)
Jalisa	Bowers	Paraprofessional
Amanda	Harris	Teacher
Amy	Howell	Teacher
Spenser	O'Brien	Parent/PTC Member/Nurse
Catherine	Plyler	Parent/PTC Member
Leah	Sexton	Parent/PTC Member

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)
Zannielle	Talley	Counselor/Campus Homeless Facilitator

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 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: