

<b>School Name:</b>	Dr. Jim D. Rollins Elementary
<b>School Engagement Facilitator Name:</b>	Jody Johnson/jjohnson5@sdale.org/479-750-8721
<b>Plan Revision/Submission Date:</b>	June 1, 2022
<b>District Level Reviewer Name, Title:</b>	Kimberly Glass, FedProgs; Carrie Bradow, ESOL; Kelli Langan, Assessment & Accountability
<b>District Level Approval Date:</b>	TBA

**1: Jointly Developed**

Describe how the School works with parents and families to **develop and review** relevant plans, policies, and strategies related to engagement.

*Guiding Questions*

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*  
[A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*  
[ESSA § 1116(c)(3)]

**1.1.**

Parents will be involved by:

- Helping to revise our Parent Engagement Plan during the school year. One meeting at the beginning of the year (August 2022) and one at the end of the year (April 2023).
- Joining our Parent Teacher Association, to foster parental and community involvement within the school. We have quarterly meetings (September- April) that teachers and parents can attend in person or virtually.
- Through the formation of a formal Parent, Alumni, and Community Involvement Committee (Innovation Council) when community interest warrants and the committee can meet at any time. Meetings occur at least once a quarter and additional meetings will occur if parents/community members request it.
- Attending math, literacy, and encore nights at which K-5 teachers encourage parents to participate as a full partner in the decisions that affect his or her child and family and give practical tips. They will give feedback using Google Forms on their experiences that night so we can improve next time.
- Providing translators for Parent Teacher Association meetings and a Zoom link for anyone that is not able to participate in person.
- Helping to create a yearbook for Rollins Elementary with one of our parents being a chair for this committee.
- Opportunities to volunteer in classrooms, with take-home projects, and in school wide events.

## 1.2

In order to ensure adequate representation and the most access points available, we will develop and review the school parent and family engagement plan through face-to-face meetings with Zoom options available. We will post on social media, send Google surveys, and paper forms for feedback and comment. The plan will be disseminated to all district patrons through the school's website and provided in parent friendly terms in English, Spanish and Marshallese. A Google Form/Survey will be available during Student-Led Conferences (September 26-29 and March 6-9) to review ongoing parent and engagement practices in order to offer further suggestions for school improvement. If parents are unable to access the survey at this time, a link will be sent to them in our weekly SMORE newsletter around this time.

## **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

We will distribute our informational packet at Open House, student-led conferences, incoming kindergarten parent meetings, and as new students enroll throughout the year.

- A parent-friendly description of the engagement program will be posted online and shared with all families via our beginning of the year SMORE newsletter
- Recommended roles for parents, students, teachers, and the School will be discussed during student-led conferences in September and through parent, teacher, and family communication when new students enroll.
- Volunteer information will be shared via a packet at Open House or as students enroll that includes information on ways to be involved and opportunities. Upcoming

volunteer opportunities will be shared through a sign-up genius linked into our weekly SMORE newsletters as appropriate.

- A parent involvement survey will be sent at the beginning of the year so families can sign up to help where they feel they will be most helpful.
- Schedules of activities planned throughout the year are shared on Facebook, weekly SMORE newsletter, school calendar, website, fliers, and automated phone calls.
- A regular two-way communication system is provided by utilizing Tuesday Folders as well as Remind, Dojo, Blooms, and other communication apps.

## 2.2

We will ensure information related to school and parent programs, meetings, and other activities are provided to parents in their native language as well as providing translators for meetings, as needed. We will provide paper copies as requested, post to our social media accounts, send in our weekly administrative SMORE newsletter, and email. Our teachers will also share the information through their communication apps, such as SeeSaw, Remind, Dojo, Blooms, etc.

## 2.3

We provide flexible opportunities for parent meetings by offering different times of day/evening for meetings, virtual meetings, if in-person cannot be attended, and recordings (when appropriate) for viewing at a later time.

### **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**

Teacher professional development will be offered 10 days per year to meet the minimum state requirements for teachers and administrators. All topics required by the state will be addressed, including how to assist parents. Strategies and ideas will be shared to promote positive relationships with families. Parent communication training will be held in August to teach staff when and how communications should go to parents, such as when to email, when to call, and when to schedule in person meetings. Teachers will be encouraged to make positive phone calls home to each student the first two weeks of school. Other training topics could include, but not be limited to:

- *that parents play an integral role in assisting student learning*
- *how to welcome parents into the School and seek parental support and assistance*
- *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*

## **4: Building Parent Capacity**

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings or providing equipment or other materials.

### *Guiding Questions*

- **4.1:** *How does the School provide timely information about the following:*
  - *a description and explanation of the curriculum in use at the School*
  - *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
  - *the achievement levels of the challenging State academic standards students are expected to meet*  
[ESSA § 1116(c)(4)(B)]
- **4.2:** *How does the School provide assistance to parents in understanding the following:*
  - *the requirements of Title I, Part A*
  - *how to monitor their child's progress*
  - *how to work with educators to improve the achievement of their children.*  
[ESSA § 1116(e)(1)]
- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:*
  - *literacy training*
  - *technology training, including education about copyright piracy and safe practices*

- *resources that describe or assist with the child's curriculum*
- *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers* [ESSA § 1116(e)(2)]
- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*
  - *involvement in the education of their children*
  - *volunteer activities*
  - *learning activities and support classroom instruction*
  - *participation in School decisions*
  - *collaboration with the community*
  - *development of School goals and priorities*
  - *evaluating the effectiveness of the School-level Improvement Plan* [A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*
  - *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*
  - *create parent centers* [A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*
  - *role play and demonstration by trained volunteers*
  - *the use of and access to Division of Elementary and Secondary Education website tools for parents* [<https://dese.ade.arkansas.gov/>]
  - *assistance with nutritional meal planning* [A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

#### **4.1**

We will hold grade-level parent meetings where the following will be addressed:

- 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

These meetings will take place September 2022 and we will have translators present if needed. This will also be covered in the State of the School Address given before October 1, 2022.

#### **4.2**

During the State of the School Address and also during student-led conferences, parents are informed about the following components to build their capacity:

- 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.

#### **4.3**

We will provide math, literacy, and encore nights at which K-5 teachers encourage parents to participate as a full partner in the decisions that affect his or her child and family and give practical tips and resources to help parents bridge the home-school gap with regards to educating their child.

At our parent nights, we will provide specific information regarding technology, including education about safe practices, and allow our students to help train their families in the use of devices.

Parent resources are located in a section of the library which serves as the parent center and we will assess the effectiveness of the center by how many resources are checked out throughout the year. Other parent training or meetings will be made available upon request.

#### **4.4**

We will hold parent nights that will involve parents in:

- involvement in the education of their children through activities provided by classroom and encore teachers
- learning activities and support classroom instruction

We will hold Innovation Council Meetings as well as Parent Teacher Association meetings that will involve parents in:

- participation in School decisions
- collaboration with the community
- development of School goals and priorities
- evaluating the effectiveness of the School-level Improvement Plan

We will hold Parent Teacher Association Meetings as well as send out communication via email, paper, and phone calls that will involve parents in:

- volunteer activities both in classroom and at home

#### **4.5**

Rollins Elementary has parent resources available through our parent section in our library for parents to check out. These include, but are not limited to:

- 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

Our school supports and promotes responsible parenting by acknowledging that parents are full partners and play an integral role in assisting in student learning. We support the development of trusting and personal relationships through communicating with weekly student folders, Social Media, weekly Administrative newsletters, progress reports every five weeks, parent-teacher conferences, and Family Nights. Our school's Parent Center includes parenting books, videos and information regarding the community resources for students and families. Information for students and families on community health, cultural, recreational, and social support and mental health is provided through our office, counseling center, nurse, teachers, parent liaison and parent center.

Parents are offered resources for supporting their children academically at our **Open House and Family Nights**. On these nights, parents are given information regarding Arkansas Academic Standards and curriculum and are provided with strategies parents can use to support their child's academic progress. Teachers review the assessments used to measure student progress, assessment data and review student progress in meeting grade level standards with parents.

**Weekly newsletters provide tips on helping students with homework, resources for parents to support their student at home as well as opportunities for parents to work with teachers to gain confidence in supporting their student academically.**

#### 4.6

Through partnerships with Arisa Health, Burrell Health, Mercy Clinic, and other community connections, we will provide parent nights to assist parents with how to incorporate developmentally appropriate learning activities in the home environment which will include:

- role play and demonstration by trained volunteers
- the use of and access to Division of Elementary and Secondary Education website tools for parents <https://sites.google.com/view/engagementmattersar>
- assistance with 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**

To investigate and utilize community resources, we will send out a survey to our families as well as area community groups to access supports and resources available. This survey helped us to partner with Tyson Foods, Waste Management, Tontitown Administrative Offices, Walmart Cooperative Offices, and the Tontitown Police and Fire Departments. These community groups are also involved in our Innovation Council giving feedback at least four times a year to our school improvement plan and mission.

**5.2** The district/school works to ensure that parents of children with disabilities or limited English proficiency have the same access as other parents including, to the extent possible, the information in a language and form they can understand. The district/schools have on staff interpreters and community liaisons to provide support in communicating with parents throughout the year and assist at parent conferences.

PreK Center staff work to coordinate with those of other programs such as Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program and Home Instruction Program for Preschool Youngsters and state run preschool programs. Conferences are held as needed to transition students from PreK to elementary school. In addition, transition conferences are conducted for middle, junior high, secondary and post-secondary schools or careers to ensure student success.

### **5.3**

Parents are invited to be part of our Parent Teacher Association. Each quarter, our school sends home information about upcoming events and ways in which parents can volunteer for or support these events. Parents fill out the volunteer interest inventory, and then the school/parent involvement committee chair contacts parents who are interested in volunteering for particular events. Members of our Parent Teacher Association will be involved in decision making on appropriate topics.

## **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)]

[Agenda](#) and Slide Deck Link

## 6.1

### **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)]

### **School-Parent Compact Link**

#### **7.1**

We will review the school-parent compact at least once a year during a parent involvement meeting and allow parents and teachers to give feedback for revisions.

#### **7.2**

We will discuss in detail the school-parent compact at student-led conferences annually in September.

### **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)]

**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:
  - 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 The informational packet
- 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.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](mailto: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](#)

### Committee Members, Role

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

<b>First Name</b>	<b>Last Name</b>	<b>Role</b> <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Jody	Johnson	Assistant Principal, Parent
Cara	Lawrence	Nurse, Parent
Lisa	Cox	Teacher

Shawna	Terry	Parent
Julie	Hudgens	Parent
Jennifer	Chacon	Teacher, Parent
Jayne	Kain	Teacher, Parent
Jamie	Ramsey	Teacher

(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]