

**Garfield Elementary**  
**School Engagement Plan**  
**23-24**

**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)]

Garfield Elementary has developed jointly with our parents, a written parental involvement plan that is designed to encourage parents to form a strong partnership with our school. Garfield Elementary is a school-wide Title I school and all students benefit from Title I services. The plan focuses on strategies to involve all parents and assist families living in a low-income situation. Involved parents are essential to improving student achievement. Garfield personnel will participate in professional development opportunities to enhance understanding of effective parent involvement strategies, and recognize the importance of setting expectations, and creating a climate conducive to parental participation.

**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)]

**An annual Parent Involvement Meeting with flexible times is offered for parents at the beginning of the school year. This meeting is to inform parents of the requirements and their rights to be involved in the school's participation in the Title I program. The meeting also explains the school curriculum and expectations, and informs parents of the forms of academic assessment used to measure student progress. Parents are also given the proficiency levels students are expected to maintain, and information on how they can help support learning at home. State test scores for the school are available for parents to view on a PowerPoint presentation. Information on meetings, programs, and other activities is provided to parents in written form, social media post, parent link, and website links. Information is shared in both English and Spanish.**

### **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]*

Teachers and all staff members will receive parental involvement training to learn the value and purpose of the contributions of parents. Topics will include how to reach out to parents and how to involve them in the school process. It will also outline the process for resolving parental concerns including, how to define the problem, who to approach first, and how to develop solutions. This information is also published in the Garfield information booklet.

#### **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 [ <http://www.arkansased.gov> ]*
  - *assistance with nutritional meal planning*  
[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

**Garfield Elementary School uses many forms of communication to all parents to communicate in a regular, two-way, meaningful manner. Garfield Elementary Handbooks are distributed to all students enrolled at the beginning of the school year and to all new students that enroll during the school year. Some other methods of communication are student planners, Tuesday folders, parent/teacher conferences, phone calls, text messages, remind 101, parent link, and e-mail.**

**Parents are provided materials and training to help them work with their child's achievement such as literacy, math, and science training. Parents will be instructed in the use of technology as an appropriate way to foster parental involvement. Parents will be taught how to monitor a child's progress and work with educators to improve the achievement of the child.**

**Parents have the opportunity to be involved in the school and their child's education by taking part in Parent Involvement Night (open house), conferences, school performances, volunteering at school, assisting with homework, field trips, fall festival, parent academic nights in the fall and the spring, and field day. Activities planned throughout the year to encourage parent involvement can be found on the school calendar on our school website, classroom and school newsletters, Remind 101, PTA Facebook, and posted on our marquee.**

**Garfield Elementary will maintain a parent resource center and parents will be encouraged to check out resources from the parent resource library**

## **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)]

**Community resources are used to strengthen schools, families, and student learning. Our 5<sup>th</sup> grade students attend the Ozark Natural Science Center (ONSC) in the fall for an overnight science field trip. Before this event takes place, the ONSC comes to our school to have an informal informational meeting for our parents. Parents are given the opportunity to learn about the Science Center and have the opportunity to attend as a chaperon with the teacher. Local fire officials, representatives from the electric company, and other professionals come to the school to instruct students.**

## **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)]

An annual Title I Meeting is offered for parents at the beginning of the school year. This meeting is to inform parents of what Title I is, and what the components are of a school wide Title I program. The components include: Comprehensive needs assessment, School-wide strategies based on scientifically based research, parent involvement, transitions from early childhood programs, and professional development for principal, teachers, and paraprofessionals. The presentation also includes faculty and staff qualifications, the Title I budget, state and local resources, parent's rights under Title I, parent involvement, parents right to know, and the shared responsibility for high academic achievement by both school and parents.

[https://docs.google.com/presentation/d/1s6QW9ain4Zwk5uVNNvYZMIdxWveM11N-RyqyGV3Nzxw/edit#slide=id.g12233465059\\_0\\_62](https://docs.google.com/presentation/d/1s6QW9ain4Zwk5uVNNvYZMIdxWveM11N-RyqyGV3Nzxw/edit#slide=id.g12233465059_0_62)

### **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)]

Parents have had the opportunity to participate in the development of the school-parent compact and suggested items were included in the compact.

Parents have the opportunity to volunteer as a member of the Parent Advisory committee. The

committee will participate in the planning, review, and improvement of the Title I programs, including the planning, review, and improvement of the school parental involvement policy, and the joint development of the school-wide program.

Parent-teacher conferences are held twice a year and are scheduled to accommodate all of the Garfield working parents.

<https://docs.google.com/document/d/1pgN0-D9HDnzVgbpp2iE2NduEtk1giaG55tZj2Rtg6U/edit>

### **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*

- **5.1:** *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)]
- **5.2:** *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)]

Parents approved the use of Title I parent involvement funds. An advisory group met to make recommendations and the budget was approved at the annual Title I Parent Involvement meeting.

Parents have the opportunity to volunteer as a member of the Parent Advisory committee. The committee will participate in the planning, review, and improvement of the Title I programs, including the planning, review, and improvement of the school parental involvement policy, and the joint development of the school-wide program.

### **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
- 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](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](#)

<b>School Name:</b>	Garfield Elementary
<b>School Engagement Facilitator Name:</b>	Hillary Myers
<b>Plan Revision/Submission Date:</b>	4/21/2023
<b>District Level Reviewer Name, Title:</b>	Melody Sebastian, Federal Programs Director
<b>District Level Approval Date:</b>	5/17/23

**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>
Stephen	Bowman	Principal
Hillary	Myers	Counselor
Kyla	Trammell	Teacher
Cortney	Simrell	Parent

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