

GARFIELD HOUND DOGS



Garfield Elementary
Parent and Family Engagement Packet
2023-2024

**Garfield Elementary School
18432 Marshall Street
Garfield, Arkansas 72732
479-631-3611
479-202-9087 Fax**

Moving from Good to Great to Extraordinary

Welcome to Garfield! This school has high expectations for students and works cooperatively with parents to provide the training, guidance, and support needed for students to develop to their fullest potential. Our district mission, “All Belong, All Learn, All Succeed”, promotes the positive partnership of home and school working together towards the common goal of student success. We look forward to your involvement in the life of our school and encourage you to follow the progress of your child closely.

EQUAL OPPORTUNITY:

The Rogers Public School District does not discriminate in its policies and programs on the basis of race, color, creed, religion, age, sex, handicap, national origin, or ancestry. Inquiries concerning the application of Title IX or Title VI may be referred to the Equity Coordinator; 212 S. 3rd Street, 636-3910.

GARFIELD STAFF

2023-2024 Calendar

Aug 9 Building Prof Dev-No School
Aug 10 District Prof Dev-No School
Aug 11 Teacher Work Day
Aug 14 District Prof Dev-No School
Aug 15 Building Prof Dev-No School
Aug 16 1st Qtr. Begins-1st Day of School
Sept 4 Labor Day-No School
Sept 22 District Professional Development – No School
Oct 2-13 Elem Parent/Teacher Conf
Oct 12 1st Quarter Ends
Oct 13 2nd Quarter Begins
Oct 20 Teacher Work Day – No School
Oct 23-Nov 3 Secondary Parent/Teacher Conf
Nov 20-24 Thanksgiving Break
Dec 15 2nd Quarter Ends
Dec 19-Jan 1 Winter Break-No School
Jan 2 Teacher Work Day-No School
Jan 3 3rd Quarter Begins
Jan 15 Vacation Day-No School
Feb 12-Feb 23 Parent/Teacher Conferences
Feb 19 Building Prof Dev-No School
Mar 13 3rd Quarter Ends

Mar 14 4th Quarter Begins
Mar 18-Mar 22 Spring Break-No School
Mar 25 Building Professional Development – No School
May 27 Memorial Day-No School
May 30 Last Day – 4th Quarter Ends
May 31 Teacher Work Day

Standardized Tests

Rogers School District students in kindergarten through fifth grades take the State standardized tests each year. The dates of various tests will be announced throughout the year. Because these test results are used in various aspects of your child's educational program, **please do not plan any trips or absences** during the testing dates. The test and dates for the 2023-24 are:

- ▶ **Kindergarten Early Learning Inventory:** First 3 or 4 weeks of school (informal screening)
- ▶ **ATLAS Summative 3-5:** April 15–May 17, 2024
- ▶ **ELPA 21 Assessment, for ESOL students:** March 4–April 12, 2024
- ▶ **iReady K-2:** Fall: September 5–September 29, 2023
Winter: January 8–Feb 2, 2024
Spring: April 15–May 10, 2024

Daily Schedule

7:15 A.M - Doors Open

7:45 A.M - Tardy-bell; classes begin

7:15-7:40 - Breakfast

12:30 – 1:00 - Recess K, 1, 2

10:45-11:15 (approximate) - Lunch K, 1, 2

11:25-11:55 (approximate) - Lunch 3, 4, 5

11:55-12:25 (approximate) - Recess 3, 4, 5

2:45 - DISMISSAL-Bus

2:50 - Car Riders

(Car riders and walkers will not be dismissed until the busses have left the parking lot.)

2:55 - Walkers

Visit <http://rogersschools.net> for detailed and updated information throughout the school year. A monthly school calendar and other school specific information are sent home in the Tuesday folder.

Important Procedures

Arrival at School

Doors will open at 7:15 a.m. All students will report to the gym as they enter the building each morning. A teacher will be on duty at 7:15. At 7:30, students will be dismissed to their classrooms. Breakfast will be served from 7:15 to 7:40a.m. **Students arriving to school before 7:15 a.m. are not supervised. Please do not drop your child off at school before 7:15.**

Students **MAY NOT** be dropped off or picked up at the Ross Building. All students must enter through the main building. Any student arriving late must be accompanied to the office by a parent/guardian to be signed in and receive his/her tardy slip. If a student is dropped off late to the Ross Building he/she will be sent back to the office to sign in.

Car Rider Procedures

Before and after school are times to be especially cautious when driving around the campus. The main front doors are to be used for dropping off and picking up car riders. Please observe these specific procedures, which are in place to ensure the safety of your child, as well as the safety of others:

1. Please wait off school grounds for buses to leave before entering the parking lot during dismissal time.
2. It is against Arkansas State Law to pass a school bus that is loading or unloading.
3. Car riders will be dismissed after the busses have left the parking lot. Students **MAY NOT** be picked up at the Ross Building.
4. If a student is to go home a different way than usual, please send a note to the teacher or call before **2:30** p.m.

Leaving School Early

A request to have a child excused from classes early should be sent with the child on the morning of the dismissal. The time and reason for leaving should be included. When possible, medical and dental appointments should be made outside of school hours. A child will be released only to the parent/guardian unless the school has been notified by the parent/guardian that they have granted permission for someone else to pick up their child. Please sign the child out in the office. For your child's safety, identification may be requested. Office personnel will call the classroom to have your child dismissed. Please do not go directly to the classroom to get your child as this is disruptive to the learning process.

Homework/Class Work

Homework should be an extension of clearly defined learning goals and should be appropriate to the age, ability, and independent level of the student. The assignment is

primarily to be completed by the student for independent practice outside of school time. It is the responsibility of each pupil to complete all class and homework assignments on time. School papers are usually sent home each Tuesday, but please check with your child daily for math and reading assignments. Assignments for those students with individual planners will be recorded daily.

Make-up work

Make-up work for absent students may be supplied by the teacher and picked up by the parent in the office. Please do not interrupt a teacher's class to ask for work. Please call the office by 9:00 a.m. to request work that may be picked up no earlier than 2:00 p.m.

Attendance

All absences from class, except those caused by approved school activities, or in-school suspension, will be recorded on the permanent record for each student. Parents are responsible to see that make-up work occurs for any absences.

Upon the fifth day of student absence, during a semester, the school will contact the parent via letter or phone call. At this time, the school will notify the parent of the consequences of continued poor attendance by the student.

Truancy should be treated as a disciplinary matter. Any absence due to truancy will be counted in the student's total number of absences. On the eleventh day of student absence during the semester (not including short-term and long-term absences as outlined in the District Attendance Policy that may be excused), the school will notify the parent that the student may be retained at the current grade level for the following year and/or that the parent may be reported to the Arkansas Department of Human Services (DHS). A detailed attendance policy outlined in the District Handbook will be sent home with each student at the beginning of school.

Specialized Instruction and Services

All students receive instruction in Music, Art, and Physical Education (PE), as well as Library/Media Center. The school counselor schedules classroom guidance sessions with all grades and is available for individual or small group counseling. A social worker is on campus at least one day each week. A nurse or nursing paraprofessional is on duty in the office daily. Gifted/Talented students are served through the REACH program. Special Education, Speech Therapy, and other related services are available to qualifying students.

Parent/Teacher Conferences

Parent/Teacher conferences are held toward the end of the 1st Quarter and again in the middle of the 3rd Quarter to discuss student performance. However, feel free to schedule an appointment with your child's teacher at any time you feel it is necessary.

Recess-Physical Activity

We expect all children to go out for recess (when weather permits), unless we have a note from a medical doctor ordering the student to "sit-out". In extreme heat or cold, we will only be out long enough to stretch and get fresh air.

Discipline Policy

We celebrate good choices at all times and in all places (classrooms, hallways, cafeteria, playground, school buses.) No student will be allowed to interfere with or repeatedly disrupt the educational process of others.

- **Be respectful (to everyone and our school)**
- **Be ready (on time with good behavior and all needed school supplies)**
- **Be responsible (for yourself, your actions, and your belongings)**
- **Be resilient (bounce back when you get knocked down)**
- **Be relentless (set a goal and don't let anything stop you)**

Student Dress & Grooming

The home and school will cooperate in the matter of dress. School is the child's place of business, and children who are dressed in appropriate school clothing tend to do a better job. A student's appearance (clothing, cleanliness, accessories) will not be permitted to disrupt the educational environment by distracting or disturbing others. Excessive jewelry, make-up, colored hair spray, or distracting hairstyles are not appropriate for elementary school. Short shorts, tank tops, spaghetti straps, halter-tops, see-through clothing, shirts that do not cover the midriff, clothing inappropriately too tight or too loose, and T-shirts that advertise alcohol, tobacco, or have inappropriate pictures/language are not allowed. Please avoid shoes with high heels. Cleats and shoes with skates in the bottom are not allowed. Cowboy boots and sandals provide very little traction and make it both difficult and dangerous to run during P.E. and recess. Please avoid wearing any unsafe footwear to school. Parents will be called to bring a change of clothing for students who are inappropriately dressed, or your child may be given clothing from the school's clothes closet. Students in grades K & 1 are encouraged to keep a change of clothing in their backpack. Fridays are school spirit day and all students are encouraged to wear their Garfield T-shirts or sweatshirts.

Visitors to the building

Visitors are required to check in through the office and are given a Visitor Badge/Sticker to wear while in the building. Parents are always welcome. However, if you need to see your child for any reason during school hours, the student will be called to the office. Please do not go directly to the classroom as this is disruptive to the learning process. We ask that students from other schools or friends of students visit outside of school hours. Classroom interruptions during instructional times are discouraged because of the time on task necessary for successful learning.

Change of residence, telephone number, or employment

It is extremely important that every student maintain an up-to-date address and working phone number on file in the school office. Please contact the school immediately when information changes. It is imperative that we know how to reach you in case an emergency arises.

Legal Custody

If there are any custody arrangements existing regarding your child, the school must have a copy of the official court documents. These documents must be updated yearly or as specifics change.

Medication

School personnel cannot give any medication to students, including use of inhalers, without written permission from parents. Permission forms are available in the nurse's office. Forms must contain the name of the medication, the amount to be given, and the time it is to be given. Medication must be brought to the office in a prescription container. Please send a measuring spoon with liquid medicines. Medications must be picked up by the parents from the nurse.

Notes/Phone Calls from parents are required when:

1. A student is going home with someone or taking a visitor home. The parents of both students must bring a note or call the school to make arrangements.
2. You wish your child to go home in a different way than usual, or if a different person is picking him/her up at school. **Children without notes/phone calls will be sent home their customary way—NO EXCEPTIONS!**
3. Note from a physician-You wish your child to be excused from recess or PE due to illness or injury.
4. You will be picking your child up early for an appointment. This allows the classroom teacher to prepare any necessary homework.
5. A student has been absent. (please state the reason)

Inclement weather

School closing information will be available by 6:00 a.m. through several sources:

- Rogers Public Schools web page <http://rogersschools.net>
- Local radio stations
- Local television stations
- Parent Link

If inclement weather causes early dismissal of school, please check these sources for information. You will receive a phone call from the district via Parent Link to your primary phone number. **Please do not call the school to inquire about early dismissal.** This interferes with our ability to obtain important information and instructions from the district office. Please devise a parent-child contingency plan in the event of early dismissal.

Use of school phone

Children are asked not to use the phone unless the teacher or the office approves an urgent need. Messages are relayed to students.

Birthdays

Please **DO NOT** send birthday treats to school with your child. State laws now regulate and restrict foods in schools, and parents may not provide food for any student other than their own child. (The law does allow a limited number of exceptions for school-wide events that the principal may approve.) Students may not pass out party invitations at school. Parents are also discouraged from sending flowers or balloons to school for their children. Deliveries of this sort disrupt the learning process in the classroom. Flowers or

balloons that do arrive at school will be kept in the office for the student to pick up at the end of the day. Flowers or balloons are not allowed on school buses.

Parties

State regulations allow public schools two classroom parties a year. Homeroom parents will organize classroom parties for Winter Holiday and Valentine's Day. In compliance with new health and nutrition regulations, food provided for these parties should be commercially produced and packaged rather than home-baked.

Personal Items

If students bring items from home, the school is not responsible if they are lost, broken or stolen. Students will assume responsibility for any items brought to school.

Lost and Found

Articles found in and around the school should be turned in to the office where the owner may claim their property by properly identifying the lost item. A "Lost and Found" table is located in the gym. Unclaimed items will be donated to local charities or our own clothing closet at Garfield.

School Supplies

Teachers of each grade request special supplies needed for their activities. A supply list is given to each student at enrollment. Students are expected to take good care of all books, equipment, and their own personal property. Parents will be assessed payment for damage done to books and to school or bus property. If your child needs supplies, please speak with the teacher or the counselor.

Lunch/Breakfast

\$2.45 for paid lunch and \$1.25 for paid breakfast.

\$.30 cents-breakfast and .40-lunch cents for reduced.

Transportation

Several buses drive a great distance to transport students to school. It is important that students show appreciation for this privilege by obeying bus rules and extending sincere courtesy to bus drivers. Parents are responsible for any misconduct at bus stops. The bus driver may refer any student to transportation authorities and the school principal for misbehavior, and the following consequences will be enforced:

First offense: Parent contact by letter or telephone

Second offense: One-day bus suspension and parent contact

Third offense: 3-day bus suspension and parent contact

Fourth offense: 10-day bus suspension and parent contact

Fifth offense: 30-day bus suspension and parent contact

Sixth offense: BUS SUSPENSION FOR THE REMAINDER OF THE SCHOOL YEAR

Transportation Department Phone Number: 479-631-3519

Parent Resource Center

A Parent Resource Center has been established in the office for parents to use. It contains numerous brochures, handouts, and other pertinent resources on a variety of parenting topics. These are available to parents at no cost. Please feel free to browse through this information and review any items that may be of interest to you. Parenting videos are also available for viewing. These items are located in the bookcase in the school office and in the school counselor's office. A check-out sheet will be sent home monthly so parents will have the opportunity to check out materials from the Parent Resource Center.

Parent Involvement Program

Involved parents are essential to improve student achievement. Garfield personnel will participate in professional development opportunities to enhance the understanding of effective parent involvement strategies, and recognize the importance of setting expectations and creating a climate conducive to parental participation. Garfield Elementary fosters and supports active parent involvement by:

- Encouraging regular, two-way communication between home and school (daily folders or student planners, phone calls, notes, emails, conferences).
- School-wide newsletters to announce special events and to distribute important information.
- Promoting and supporting responsible parenting
- Understanding that parents can and should play an integral role in assisting student learning
- Welcoming parents on campus and seeking their support and assistance
- Including parents as full partners in the decisions that affect children and families
Providing access to community resources that strengthen school programs, family practices, and student learning. Developing a relationship of mutual trust and respect that transcends cultural, social, and language barriers.
- Expanding opportunities for interaction and shared decision-making
- Promoting lifelong learning as a key to success
- Participating together with an active and well-organized school PTO
- Offering the HIPPY program Early Childhood Instruction at Home for children ages 3&4. Call 479-631-3572 for information

Parents may become active at school and in their child's education by taking part in "at-home" or "in school" involvement opportunities. Examples of these are as follows:

At-home: reading to children, teaching moral values, monitoring what is watched on television, helping with homework, maintaining consistent bedtime routines, and assisting teachers by helping with tasks that can be done at home.

In-school: joining PTA, volunteering at school, attending parent/teacher conferences, student performances, Open House, and Parents Make a Difference Nights.

Activities planned throughout the school year to encourage parental involvement can be found on the school calendar, in monthly classroom and PTA newsletters, or by

contacting the school office. When parents are involved, schools are strengthened, students flourish, attendance and behavior is better, students receive a higher quality education, and a safer, more disciplined learning environment is created.

Process for Resolving Conflict

When an occasion arises or when a conflict must be resolved with the school, the following steps should be taken.

- An appointment should be made to discuss the situation with the teacher or staff member.
- If the situation is not resolved an appointment should be made to discuss the matter with the principal.
- If needed, a meeting will be held with the parent, teacher and principal. (If appropriate, the student will be invited to attend the meeting.)
- If the concern cannot be resolved at the school level, the parent may contact the Assistant Superintendent.

GARFIELD ELEMENTARY
SUPPORT YOUR CHILD'S EDUCATION
JOIN PTO TODAY
VOLUNTEER AT SCHOOL

NAME:

CONTACT PHONE NUMBER:

EMAIL ADDRESS:

CHILD'S
NAME/GRADE _____

—

WOULD YOU LIKE TO BE INCLUDED IN THE SCHOOL
DIRECTORY?

YES ___ NO ___

IF PTO HAD THEIR MEETING IN THE EVENING WOULD IT
HELP FOR PARENTS TO ATTEND?

YES ___ NO ___

HOW MUCH WOULD YOU LIKE TO VOLUNTEER PER
MONTH?

___ 1 HOUR ___ 2 HOURS ___ 3 HOURS OR MORE

PLEASE CIRCLE HOW YOU WOULD LIKE TO
VOLUNTEER:

*HOMEROOM PARENT

*MAKING COPIES FOR

*CARNIVAL SET-UP/CLEAN-UP

*THE STAFF SHARPENING PENCILS

*CARNIVAL DONATIONS

*MISCELLANEOUS STAFF HELP

*CHILI SUPPER SET-UP/CLEAN UP

*COLLECTING DONATIONS

*HOMECOMING PARADE

*YEARBOOK BOXTOPS

Acknowledgment

I acknowledge that I have received, read and understand the contents of the Garfield
Parent Information Kit

Student Name _____ Grade _____

Student Signature _____ Date _____

Parent Name _____

Parent Signature _____ Date _____



Rogers Public Schools

where all **belong**, all **learn**, and all **succeed**

500 West Walnut Street • Rogers, AR 72756 • www.rogersschools.net • (479) 636-3910

• Fax (479) 631-3504

Dr. Jeff Perry, Superintendent

Dear Parent:

In December 2015, former President Barack Obama signed the Every Student Succeeds Act into law. Parents continue to have the same rights as they did under “No Child Left Behind”.

Under ESSA, parents have a right to know the professional qualifications of their children’s teachers(s). This letter is to inform you of your right to ask for the following information about each of your child’s classroom teachers:

- Whether the state of Arkansas has licensed or qualified the teacher for the grades and subjects he or she teaches (Note: We are also required to send a notice to parents affected if the teacher is not fully licensed, so if you haven’t received such notice, your child’s teacher(s) is/are fully licensed.)
- Whether the teacher is teaching under an emergency permit or other provisional status through which state licensing criteria have been waived.
- The teacher’s college major, whether the teacher has any advanced degrees, and, if so, the subject of the degrees.
- If any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child’s teacher(s). If your child is receiving Title I, Part A services from a paraprofessional, then our district or school is able to provide you with the following information:

1. Whether the paraprofessional has completed at least two years of study at an institution of higher education.
2. Whether the paraprofessional has completed an associate’s degree (or higher).
3. Whether the paraprofessional has met a rigorous standard of quality through our state’s certification procedure for determining the quality of paraprofessional staff.
4. Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate.

If you would like to receive specific information about your child’s teacher or paraprofessional, please visit our office at 500 West Walnut Street to fill out a Parent Request Form. A response will be mailed to you within ten working days from the date of the request. Our office is open from 7:30 a.m. to 4:30 p.m. Monday through Friday.

Our district is fully committed to the success of your child. We appreciate your partnership in our efforts.

Sincerely,
Dr. Roger Hill
Assistant Superintendent for Human Resources

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 5th 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

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-D9HDnzVgbpp2iE2NduEtgk1giaG55tZj2Rtg6U/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

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

Committee Members, Role

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

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
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 or 501-371-8051.)