AR

Sutton Elementary School (Fort Smith School District)
5001 Kelly Hwy.
Fort Smith, AR 72904
479-785-1778

Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are *required* but do not need further elaboration within the written portion of your plan. In the response fields, you may include links to additional information that can help support your story as you answer the guiding questions.

1: Jointly Developed

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)*]

STATE REQUIREMENT: To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.
STATE REQUIREMENT: The school shall enable the formation of a Parent Teacher Association or organization to foster parental and community involvement within the school.
The school will offer both school staff and parents training on how to contribute to this process in a meaningful way.
The school will maintain PTA, fostering parental and community involvement within the school.
The school will engage parents in the annual evaluation of the Title I , Part A Programs parental engagement efforts through an annual evaluation using comprehensive assessment filled out by teachers, parents and school staff. The Title I committee, made up of teachers, parents and school staff will determine the effectiveness of the parental engagement plan and make changes if warranted. While collecting evidence about satisfaction with the program and the schools efforts to increase parental engagement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth.
The school will ask parents to fill out a parent interest survey to get information from parents concerning the activities they feel will be most beneficial in the efforts to support their child

academically.

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)(i)*]
- ***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)*]

- Each teacher will send home a folder containing student papers and work samples each week. Parents will be asked to sign the folder and send it back to school.
- Teachers will routinely contact parents on an individual basis to communicate about their child's progress.
- The school will provide parents grade reports every four weeks with information regarding their child's academic progress and upcoming classroom and school events.
- Mid-term reports and quarterly reports are sent to parents regarding student academic progress.
- The school will maintain a Website to house school and district information, staff names and grade/subject taught, menus, contact information, and important parent links.
- ParentLink, a phone system, will be utilized to share important information and dates with parents.
- Parents and teachers may use e-mail, a behavior management system, and/or Schoology to communicate with each other concerning student information.
- The FSPS student handbook, signage at school entrance, and PTA meetings will provide appropriate information such as: procedures, dates, events, Title 1 plan, etc.
- Digital Sign in front of school displays current school events.
- Social media: Facebook, Instagram, Twitter will be utilized for information, celebrations, and school happenings.

- A weekly digital newsletter created through SMORE will be sent to parents via Parentlink, Text, Email, and Social Media.
- A behavior management tool, which connects parents to positives in the classroom and specialty area classes.
- STATE REQUIREMENT - Teachers will hold conferences, individually with parents of children in their classroom in October and March. Parents will be given a summary of the students assessments and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures.
- Teachers will stay until 6:30 each evening to better serve parent schedules.
- Parents are encouraged to volunteer and lead in various roles throughout the year: Book Fair helpers, Grandparents Day, Awards day presentation, Math Night, Parties, Music productions, PTA meetings, Literacy Night, etc.
  *Title I meeting is held August 2024 to explain the program and provide information.

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); A.C.A. § 6-15-1702(b)(3)(B(ii)*]

- PIB180854 –"Family and Community Engagement: Inviting Caregivers and Community Partners into School."
- PIG16079 – "The Arkansas Guide for Promoting Family Engagement through Age Eight"

- PIC14447 – "The Six Components of Parental Engagement for Teachers"
- The parental engagement program in each school will involve parents of students at all grade levels in a variety of roles, be comprehensive and coordinated in nature, and recognize that communication between home and school be regular, two-way and meaningful.
- The school shall prepare an informational packet to be distributed annually to the parents of each child in the school.
- Parents who have concerns about the school and/or their students' education should conference with the classroom teacher to try to address the solutions. If a solution is not forthcoming, the parent should conference with the building principal or assistant principal to work toward a solution.
- Within seven (7) working days after receipt of a complaint, the Equity and Sexual Harassment Coordinator will appoint a committee composed of a parent, a principal, a teacher a central office administrator, and a student when appropriate. The central office administrator will act as the chairperson of the Hearing Committee. The chairperson may conduct the hearing or ask another committee member to do so.
- The Committee will hold a hearing with the complaining party within fourteen (14) working days of receipt of the complaint. The hearing will be limited to involved parties.
- Both the complaining party and Committee have an opportunity to present evidence, question all involved. The Committee will make a written report of their findings to the Superintendent. The Superintendent will make a decision based on the findings.
- The decision will be in writing, and copies will be sent to the complaining party, the President of the Board of Education, the appropriate school principal, and the Equity and Sexual Harassment Coordinator with thirty (30) working days of receipt of the complaint.

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)*]

- The school will provide opportunities for parents and community members to support the instructional program through such programs as Reading Buddies, tutoring, and Mentoring.
- STATE REQUIREMENT - Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education.
- STATE REQUIREMENT - (Staff Development) The state Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understanding of effective parental involvement strategies. No fewer than three (3) hours of professional development strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

- STATE REQUIREMENT - The school will distribute informational packet each year that includes a copy of the school's parental engagement plan, survey for volunteer interest, recommended roles for parents / teachers/ students and school, suggestions of ways parents can become involved in their child's education, parental engagement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, e-mails...)
- STATE REQUIREMENT - To promote and support responsible parenting, the school shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review.
- STATE REQUIREMENT - Include in the schools policy handbook the schools process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions.
- STATE REQUIREMENT - The principal of each school in a school district shall designate (1) certified staff member who is willing to serve as a parent facilitator.

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)*]

- Partners in Education-Representatives from Sutton and PIE members meet once a quarter to discuss/plan activities where assistance may be needed either at school or the business. This may include helping with kindergarten lunches at the beginning of the year, supporting carnival needs, choral concerts, etc.
- Include Preschool Children and Families in Parent Engagement Activities-Five parental engagement activities occur throughout the year and preschool families are always encouraged to participate.
- Parent/Teacher Association-The PTA assists with the Back-to-School picnic, classroom parties,

end of the year Fun Day, carnival, dances, etc.

- Public Library-The Fort Smith Public Library presents the Summer Reading Program in May to promote a partnership with students and families that encourages reading during summer months. The library will also present at Bingo for Books in September to promote library card sign up.
- Community Services Clearinghouse-In partnership with the Clearinghouse, staff and students participate in a canned food drive in the fall and a cereal drive in the spring.

6: Annual Title I Meeting *(Title I schools)*

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

Guiding Questions

- ***6.1:*** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
    - *the requirements of Title I and the School's participation*
    - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*
      [*ESSA § 1116(c)(1)*]

- The school will engage parents in decision making about the allocation of its Title I, Part A funds for parental engagement.
- The Partners in Ed program will be utilized to sponsor, financially and with supervision, provide funds and resources for various school functions and mentor students.
- The school will conduct an Annual Title I Meeting for parents of the students who participate in the Title I, Part A Program in August 2024.

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 staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards.

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)*]

- Schools are allocated parent engagement funds which meet the requirements described. Each year, schools submit how parent engagement funds will be spent with their Title I budget sheet.
- The schools Guiding Coalition meets to discuss how best to spend the money. They meet with their grade level teams and report back to the Guiding Coalition.

Assurances

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

X 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*]

X 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*]

X 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*]

X 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)*]

X 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)*]

X 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)(1-2)*]

X 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)*]

X 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)*]

X 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*]

X 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)*]

X 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)*]

X 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)*]

X 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)*]

X 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)*]

X A.15: The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

[*ESSA § 1116(c)(4)(C)*]

School Information

School Name:	Sutton Elementary
School Engagement Facilitator Name:	Jo Simmons
Plan Revision/Submission Date:	06-01-2024
District Level Reviewer Name, Title:	Caroline Neel, Director of Federal Programs & Strategic Initiatives
District Level Approval Date:	

Committee Members, Role

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

First Name	Last Name	Role *(Teacher, Staff, Parent, Student, or Community Member)*
JaimeAnn	Hopton	Principal
Crystal	Tanksley	Teacher
Jo	Simmons	School Engagement Facilitator
Jenna	Thomas	Teacher
Anita	Stroh	Community Member
Chrissy	Davis	Parent

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

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 visit our website #EngagementMattersAR

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]