

AR  
Bonneville Elementary School (Fort Smith School District)  
2500 South Waldron Road  
Fort Smith, AR 72903  
479-478-3161

## **School Engagement Plan**

### **1: Jointly Developed Expectations and Objectives**

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

#### *Guiding Questions*

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

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.

The school shall enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school.

The school will engage parents in the annual evaluation of the Title I, Part A Program's parental involvement efforts through an annual evaluation using a survey to be completed 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 involvement plan and make changes if warranted.

### **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)]

Each teacher will send home a folder containing student papers and work samples each week. Parents will be asked to sign the folder and return it to school.

The school will provide to parents reports/report cards every four weeks with information regarding their child's academic progress and upcoming classroom and school events.

The school will send parents a parent-friendly letter in the first report card that explains their child's test results and standardized test scores.

Parent/Teacher Conferences will be held twice per year to discuss student needs and progress. These meetings may be held in person or virtually

### **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)]

Arkansas IDEAS offers training for teachers in communicating with parents. They are:

- "Family and Community Engagement: Inviting Caregivers and Community Partners into School"
- "The Arkansas Guide for Promoting Family Engagement through Age Eight"
- "The Six Components of Parental Involvement for Teachers"
- Parent/Teacher conferences are held in October and March to discuss students' progress.

The parental involvement program involves parents of students at all grade levels in a variety of roles, recognizing that communication between home and school should be regular, two-way, and meaningful. To encourage communication with parents, the school prepares an informational packet to be distributed annually to the parent of each child in the school. The school may plan and engage in other activities determined by the school to be beneficial to encourage communication with parents. The school will make efforts to promote and support responsible parenting. Parents who have concerns about the school and/or their student's education should conference with the classroom teacher to try to address solutions. If a solution is not forthcoming, the parent should conference with the building principal or assistant principal, to work toward a solution.

#### **4: Building Parent Capacity**

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

#### Guiding Questions

- **4.1:** *How does the School provide timely information about the following :*
  - a description and explanation of the curriculum in use at the School
  - the forms of State and Local academic assessments used to measure student progress, including alternate assessments

- the achievement levels of the challenging State academic standards students are expected to meet

[ESSA § 1116(c)(4)(B) ]

- **4.2:** *How does the School provide assistance to parents in understanding the following:*
  - the requirements of Title I, Part A
  - how to monitor their child's progress
  - how to work with educators to improve the achievement of their children.

[ESSA § 1116(e)(1)]

- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:*
  - literacy training
  - technology training, including education about copyright piracy and safe practices
  - resources that describe or assist with the child's curriculum
  - other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers

[ESSA § 1116(e)(2)]

- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*
  - involvement in the education of their children
  - volunteer activities
  - learning activities and support classroom instruction
  - participation in School decisions
  - collaboration with the community
  - development of School goals and priorities
  - evaluating the effectiveness of the School-level Improvement Plan

[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]

- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*
  - purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review
  - Create parent centers

[A.C.A. § 6-15-1702(b)(4)(A) ]

- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*
  - role play and demonstration by trained volunteers

- the use of and access to Department of Education website tools for parents [https://dese.ade.arkansas.gov]
- assistance with nutritional meal planning [A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

The school will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during orientation of parents. Teachers will explain the requirements to parents and encourage them to become involved in the school. Brief training sessions will provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.

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 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 understand of effective parental involvement strategies. No fewer than three (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations.

The school will distribute informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/ teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement 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-mail...).

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.

## **5: Coordination**

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional support, 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)]

We utilize the Community Clearinghouse, the Children's Service League, and Partner's in Education, as well as local organizations such as the Salvation Army and local churches to provide resources for families in preschool through 5th grade. Our Parent Teacher Association connects families with the school through meetings and other school wide events.

### **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 hold their annual Title I meeting separate from any other meetings or activities to ensure that they have ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet. During this time, copies of the parent and family engagement policy will be distributed.

The 2024-2025 Title 1 meeting date and time is **September 19th, 2024 at 5:30pm.**

## **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. All stakeholders will sign the compact.

## **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 involvement funds which meet the requirements described. Each year, schools submit how parent involvement funds will be spent with their Title I budget sheet. The schools leadership team and parent engagement committee will meet to discuss how best to spend the money. Funds may be used for items in the Parent Resource Center located in the counselor's office, books for students, or family night activities.

### **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]] 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: Bonneville Elementary
- A.3: The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook. [A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]
- A.4: The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. [A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; 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 The informational packet what a parent should expect for his or her child's education how a parent can assist and make a difference in his or her child's education. [A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]
- A.11:Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities. [A.C.A. § 6-15-1702(b)(7)(B)(ii)]
- A.12:The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms. [A.C.A. § 6-15-1702(b)(6)(B)]
- A.13:The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan. [ESSA § 1116(a)(3)(D)]
- A.14:The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to [ade.engagementmatters@ade.arkansas.gov](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)]

**School Information**

School Name:	Bonneville Elementary
School Engagement Facilitator Name:	Ashley McShan
Plan Revision/Submission Date:	<b><u>August 1st, 2024</u></b>
District Level Reviewer Name, Title:	Caroline Neel, Director of Federal Programs & Strategic Initiatives
District Level Approval Date:	

**Committee Members, Role**

<b>First Name</b>	<b>Last Name</b>	<b>Role (Teacher, Staff, Parent, Student, or Community Member)</b>
Ashley	McShan	Counselor
Leah	Stark	Art Teacher
Donna	Jones	Principal
Andrea	Stuedeman	Teacher
Kevin	Staples	Parent

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.)