

Park Elementary School (Fort Smith School District)

4111 Park Avenue  
Fort Smith AR 72903  
4797834506  
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)]

Park will hold a meeting each year to provide an explanation of statewide assessment system, standards, and other accountability measures which will be at the Report to the Public meeting, tentatively scheduled for September 23, 2024.

School staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share the responsibilities of improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve academic standards set by the state.

STATE REQUIREMENT: Park shall ensure that there is a Parent Teacher Association or organization that will foster parent and community involvement within the school.

Park Elementary will involve parents on school improvement planning committees. To support this process, the school will offer both school staff and parent training on how to contribute to this process in a meaningful way.

STATE REQUIREMENT: Park will distribute informational packets each year that include a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/teachers/students/school, suggestions for 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, emails, etc.).

Principal **Monica Wilhelm** can be reached at (479)783-4506.

### **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 sends home a folder containing student work and school information on Tuesdays. Parents are asked to sign the folder and send it back to school.

Individual teachers may be contacted by telephone (479)783-4506 or by email at firstinitiallastname@fortsmithschools.org.

Park uses the student handbook, school website, classroom newsletters, and parent orientation meetings about the school-wide Title 1 Plan and how to get a copy upon request.

Park Teachers will routinely contact parents on an individual basis to communicate about their child's progress.

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

Principal Monica Wilhelm holds a meeting each year on the school's approach to school improvement, which will be the Report to the Public meeting. The Report will be made available to parents upon request through the school office.

Extra activities for parents and families will be publicized through Tuesday folders, notices placed around the school, Remind, and Class Dojo.

Park will schedule Parent/Teacher Conferences twice during the school year. Parents who are unable to attend one of the regularly scheduled conferences will be able to make appointments at a different time or are contacted by phone if unable to attend in person.

### **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)]

The school offers IDEAS Training for staff that will grant professional development hours. FSPS teachers are required to complete 48 hours of professional development training during 2024-2025, 36 hours of which are required for licensure. Each employee will choose one of the following options: 48 required on-contract PD hours (Including the 6 hours on the Flex Day) provided by the school/district on the required professional development days listed above or 54 hours— 42 required on-contract PD hours 12 hours from the Pre-Approved list of off-contract PD in order to be eligible for the Flex Day.

Included in the 48 hours for 2024-2025:

Code of Ethics for Arkansas Educators

Health and Safety in Athletic Activities for every athletic coach

Anti-Bullying and Suicide Prevention (2 hours required through IDEAS)

Workplace Safety (Bloodborne Pathogen, Chemical Safety, Information Security)

School Safety (Crisis, Fire Safety, Tornado Safety)

PD related to an individual's PGP

Human Trafficking (30 min. available annually) but not required

Family and Community Engagement

The Arkansas Guide for Promoting Family Engagement Through Age Eight

The Six Components of Parental Involvement for Teachers

Park is a Professional Learning Community School therefore, we value the partnership of parents in the school community. Special Projects and Parent Involvement teams will communicate with parents through surveys.

They will evaluate responses to make decisions according to suggestions from all stakeholders.

Through the use of technology, Class Dojo and the school website, Park builds a capacity for open lines of communication between parents, teachers, and administration. The school website can be accessed at <https://www.fortsmithschools.org/park>.

#### **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)]

Park holds an annual Back to School Night before the school year begins so that parents and students can meet their teachers and tour the school.

Each teacher sends home a folder containing student work and school information on Tuesdays. Parents are asked to sign the folder and send it back to the school. Park uses the student handbook, school website, and parent orientation meetings to share the school-wide Title 1 Plan and how to get a copy upon request. Park has school activities and parent resources available on the school website. The administration uses Class Dojo to remind parents about school events. Parents have access to the Class Dojo behavior system to view their student's daily behavior. They also use Class Dojo to learn about future events, or access their child's teacher. Teachers will attend a two-hour PD session about parent involvement on a four-year rotation. They may also take the IDEAS course online to get mandated parent training. There is a parent center with resources next to the school counselor's office at Park Elementary School. Parents may also meet with the parent facilitator/school counselor to get guidance on community and school resources that are free. Park's principal is also available to assist parents as needed. Teachers will hold conferences individually with parents of students. Parents will be provided with individual student academic assessment results, an interpretation of those results, and a description and explanation of the interventions teachers are using to assist the child in reaching achievement goals. These conferences will be held in October and March. The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning: Cafecito Group (as scheduled) and Awards Day Celebrations each quarter. Park will have Math and Literacy activities that will include parent training sessions to help parents understand how to enhance their child's education.

## **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)]

Park has Partners In Education and a Parent Involvement Team that organizes and funds the many activities planned each year. We partner and coordinate with the Fort Smith Public Library, United Way, and local churches.

## **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) ]

Park enables the formation of a Parent/Teacher Association that will foster parental and community involvement within the school. Park also invites alumni and community partners to participate in advisory meetings to give guidance for school improvement.

Our Title 1 Meeting will be held at the beginning of the school year.

## **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)]

Park staff, parents, and students develop a school-parent-student compact that outlines how parents, 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. Parents will keep a copy of their signed version of the compact to use as a reference. A copy of the compact will be uploaded to our website once the principal has revised it to meet criteria for 2024-2025 school year.

Park will conduct two parent-teacher conferences during the school year. Fort Smith Public Schools require that parents attend both conferences. One will be in October and the other is scheduled for March.

## **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)]

We have the Parental Involvement Committee that meets quarterly to discuss and plan parental involvement activities. On our committee are a parent representative, a community member, teachers, administration and the counselor. Our Partners in Education help to fund our activities along with PTA, and Title 1 resources.

### 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 1:

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.

[A.C.A. §6-15-1703(a); A.C.A. § 6-17-709]

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: Park Elementary

School Engagement Facilitator Name: Karen Hollenbeck

District Level Reviewer Name, Title: Caroline Neel, Director of Federal Programs & Strategic Initiatives

District Level Approval Date:

Committee Members	Role
Monica Wilhelm	Principal
Melissa Bridges	Assistant Principal
Karen Hollenbeck	Counselor/Parent Engagement Facilitator
Ana Minden	ELL
Crystal Babitzke	Teacher, Parent

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 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.