

AR
Raymond E. Orr Elem School (Fort Smith School District)
3609 Phoenix Street
Fort Smith AR 72903
479-646-3711

School Engagement Plan

Please read over the updated form closely. Note the new Assurances section allows you to confirm practices that are *required* but do not need further elaboration. In the response fields, please include links to additional information that can help support your story as you answer the guiding questions.

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)]

The school Guiding Coalition attends the FSPS Partners in Education Conference and holds a planning meeting with representatives of the Orr PTA and community partners to enhance the engagement of students and their families. This planning event helps us set the stage for family engagement throughout the school year.

The school will engage parents in an annual evaluation using a needs assessment of the Title I parental involvement effort.

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. The committee will also collect specific information on the growth of parental participation.

Contact the following: Dawn Childress; Sandra Bausley Contact # 479-646-3711

The school will use the results of the parent involvement survey to plan the parental involvement activities for the year. The school will evaluate the activities that were suggested by the parents at the end of the year as part of the annual parental involvement plan evaluation during the spring semester. Contact the following: Dawn Childress; Sandra Bausley Contact # 479-646-3711

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)]

The school will distribute a calendar of school activities and parenting tips related to school achievements such as homework tips, organizational skills, and study skills. The school has a website which tells about the school and school related activities. Parents can access their child's grades via the web with a specific PIN number and they can also access students' assignments and grades through Schoology.

Orr Elementary School has Facebook, Instagram, and Twitter accounts to encourage two-way communication with parents and families and to share important information with the community. We use Blackboard to send out school-wide messages via phone, email, and text message. Teachers use Class Dojo and Schoology to share student behavior, work, and progress with parents. Parents may use e-mail to communicate with members of the school staff. Teachers will routinely contact parents on an individual basis to communicate about their child's progress. The school will provide parent reports/report cards every 9 weeks with information regarding their child's progress.

Dr. Childress greets students every morning to make face to face contact with the parents of students that are brought to school in the drop off line. Teachers are available for parent conferences upon request throughout the year on their planning periods or after school. Contact the following people if you need to schedule any additional meetings: Dawn Childress; Sandra Bausley; Liana Bolton Contact # 479-646-3711

Meetings will include two family nights that provide an opportunity for a parent and their child to experience the school situation in a positive and helpful manner while school staff may provide any needed assistance or encouragement. The meetings will be held at various times during the day or evening to better accommodate parents. The school will hold conferences with parents individually twice a year to discuss their child's academic progress during Parent/Teacher Conferences scheduled by the district.

The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning: student council, Thanksgiving lunch, book fair helpers, awards day presentations, field day volunteers, family nights in the fall and spring, open house, 3 PTA meetings, and various committees. Contact the following: Dawn Childress or Sandra Bausley, Contact # 479-646-3711

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)]

Many of our teachers serve on our Orr PTA. They attend meetings and collaborate with other parents about ways that we can best serve and support our students.

Teachers have access to the following courses on Arkansas IDEAS:

I.D.E.A.S. Training Course: P.I.B 18054; P.I.G. 16079; P.I.C. 14447

PIB18054 is "Family and Community Engagement: Inviting Caregivers and Community Partners into School"

PIG16079 is "The Arkansas Guide for Promoting Family Engagement through Age Eight"

PIC14447 is "The Six Components of Parental Involvement for Teachers"

We have the following resources for our parents and staff:

(4) Cafecito Meetings

Volunteer Training for Parents

District Student handbook Pg. 21-25 (Parent Involvement)

District Student handbook Pg. 60-63 (Complaint Resolution)

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 distribute a calendar of school activities and parenting tips related to school achievement such as homework tips, organizational skills, and study skills. The school has a website that tells about the school and activities. Also, parents can access their child's grades via the web with a specific PIN number. Orr Elementary School has Facebook, Instagram, and Twitter accounts to encourage two-way communication with parents and families and to share important information with the community. We use Blackboard to send out school-wide messages via phone, email, and text message. Teachers use Class Dojo, Schoology and various other web-based programs to share student behavior, work, and progress with parents. Parents may use e-mail to communicate with members of the school staff. Teachers will routinely contact parents on an individual basis to communicate about their child's progress. The school will provide parents reports/report cards every 9 weeks with information regarding their child's progress. Dr. Childress greets students every morning to make face to face contact with the parents of students that are brought to school in the drop off line. Teachers are available for parent conferences upon request throughout the year on their planning periods or after school. Contact the following: Dawn Childress; Sandra Bausley Contact # 479-646-3711

The school will 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 a 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. The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two hours of professional development for teachers designed to enhance the understanding of effective parental involvement strategies. No fewer than three hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Also, we have implemented a web-site (Sign Up Genius) that allows parents to sign up to volunteer for activities that will be occurring at school. The teachers will list areas that need volunteers and parents can choose the area they would like to help. Contact the following: Dawn Childress, Sandra Bausley, Contact # 479-646-3711

The school will post the school's parental involvement plan on the school website, we will provide a parent portal to allow parents to volunteer (When CDC & district allows) in areas of need that they choose, 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., class dojo, schoology...) 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. Create a parent center that is open during school hours. Include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions. The principal of each school in a school district shall designate on certified staff member who is willing to serve as a parent facilitator. Contact the following: Dawn Childress; Sandra Bausley Contact # 479-646-3711.

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

Parent-Teacher Association

Public Library Events

Community Clearinghouse

United Way

Multi-Cultural Night

Cafecitos

The school will provide instructions to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role-play and demonstration by a 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. The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two hours of professional development for teachers designed to enhance the understanding of effective parental involvement strategies. No fewer than three hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Also, we have implemented a web-site (Sign Up Genius) that allows parents to sign up to volunteer for activities that will be occurring at school. The teachers will list areas that need volunteers and parents can choose the area they would like to help. Contact the

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 conduct an annual Title I meeting for parents of the school. The school will hold its 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 levels students are expected to meet. For each Title I school an annual Title I meeting must be conducted. The agenda, sign-in sheet and the minutes for this meeting must be generated separately from any other events and kept on file in the school's office. The annual meeting will be held on September 15, 2022.

Contact the following: Dawn Childress Contact # 479-646-3711

To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory committee 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. Contact the following: Dawn Childress; Sandra Bausley Contact # 479-646-3711

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)]

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. Contact the following: Dawn Childress 479-646-3711

Meetings will include two family nights that provide an opportunity for a parent and their child to experience the school situation in a positive and helpful manner while school staff may provide any needed assistance or encouragement (virtual or in person). The meetings will be held at various times during the day or evening to better accommodate parents. The school will hold conferences with parents individually twice a year to discuss their child's academic progress. October 25th and 27th ; March 28th and 30th. Contact the following: Dawn Childress 479-646-3711

The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning: student council, Thanksgiving lunch in November, book fair helpers, awards day presentations, field day volunteers, family nights in the fall and spring, orientation presentations, open house, 3 PTA meetings, and various committees. Contact the following: Dawn Childress or Sandra Bausley, Contact # 479-646-3711.

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 parental participants on our school improvement leadership team. We determined that we would do a one school one book initiative again and that we would purchase The Parent Institute digital and print newsletter.

One School, One Book Initiative 350 books- Every student will receive a book. We will send home a calendar for students to read the book and answer questions about the reading each night with their parents. We will provide students with small prizes for engaging in the one school one book such as book marks, stickers, and rubber bracelets. This will encourage our families to read together. This will support our school-wide reading goal and our goal for students with disabilities for increased reading proficiency.

The Parent Institute digital newsletter includes important information for families about helping students succeed in school and engage with families in a meaningful way to increase academic success.

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
 - 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

[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:	Raymond Orr Elementary
School Engagement Facilitator Name:	Sandra Bausley
Plan Revision/Submission Date:	8-30-22
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)
Dawn	Childress	Principal
Sandy	Urias	Parent
Ashley	DeLaet	Parent
Nicole	Franklin	Teacher/Parent
Kim	Gillman	Teacher/Parent
Sherry	Sims	Community Member

(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

District Reviewer Responses

Section 1 - Jointly Developed

- ☐ Changes Required
- ☒ Compliance is Met

Comments:

-Section 2 - Communication

- ☐ Changes Required
- ☒ Compliance is Met

Comments:

Section 3 - Building Staff Capacity

- ☐ Changes Required
- ☒ Compliance is Met

Comments:

Section 4 - Building Parent Capacity

- ☐ Changes Required
- ☒ Compliance is Met

Comments:

Section 5 - Coordination

- ☐ Changes Required
- ☒ Compliance is Met

Comments:

Section 6 - Annual Title I Meeting

☐ Changes Required

☒ Compliance is Met

Comments:

Section 7 - School-Parent Compact

☐ Changes Required

☒ Compliance is Met

Comments:

Section 8 - Reservation of Funds

☐ Changes Required

☒ Compliance is Met

Comments: