

**Belle Point Center  
Fort Smith Public Schools  
Parental 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)]

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

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

To take advantage of community resources, the school shall consider recruiting stakeholders from the community to create a community advisory commission to provide advice and guidance for school improvement.

The school will engage parents in the annual evaluation of the Title I, Part A Program's parental involvement efforts through an annual evaluation, HRS survey, using a comprehensive needs assessment filled out by teachers, parents, and school staff.

The parent involvement committee, made up of teachers, parents, and school staff, will determine the effectiveness of the parental involvement plan and make changes if warranted.

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. Contact person: Shanin Moore

**2: Communication**

Describe how the School will communicate with and distribute information to parents and families.

Guiding Questions

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- 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)]

A daily report will be sent home with students who are on the Daily Progress level of the Boys' Town Program. A monthly newsletter will be developed and distributed to parents by classroom teachers. It includes classroom school news and a calendar of activities. Modes of communication which includes email, phone calls, and social media. Contact person: Shanin Moore

Parent Involvement/PTA Board meetings will be held the third Thursday of each month at 6:00 PM.

PTA events include:

Parent Orientation/General PTA Meeting/Report to Patrons,  
Quarterly Parent Engagement Committee meeting,  
Parent/Teacher Conferences

### **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

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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]
- the integral role that parents play 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 will provide Boys' Town/Capturing Kids Hearts Academy for families to implement at home. The staff will review procedures in the school handbook at professional development in August. Staff will implement Boys' Town and Capturing Kids Hearts with fidelity to build relationships with students and families.

**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:
  - 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)]

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- 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) ]
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- 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)]

A monthly newsletter is developed and distributed to parents via social media and email that include the components of Capturing Kids Hearts, PTA events, principal, staff, parent and staff volunteers. It includes school news, a calendar of school activities, and parenting tips. A parent information google site is shared with parents to gain information such as updates, upcoming events, and informational videos on procedures.

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The school will send home a packet of information at the beginning of each school year including a form for parents to complete if they are interested in volunteering in a variety of ways and asking them to list any special skills they may want to share.

Provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment.

*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 for administrators designed to enhance understanding of effective parent involvement strategies and the importance of an administrative leadership in setting expectations and creating a climate conducive to parental participation.

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 and other informative materials regarding responsible parenting through the school library, 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 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

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- 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)]

To take advantage of community resources, the school shall consider recruiting community stakeholders to create a community advisory commission to provide advice and guidance for school improvement. The school will utilize the support of Partners in Education, Parent Teacher Association, and the Fort Smith Public Library to contribute to this process in a meaningful way.

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) ]

For each Title I, Part A School, an Annual Title I meeting must be conducted. The agenda, the sign in sheet, and the minutes for this meeting must be generated separately from any other events and kept on file in the school office. The meeting will take place August 15, 2024.

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

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

To take advantage of community resources, the school shall consider recruiting community stakeholders to create a community advisory commission to provide advice and guidance for school improvement.

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**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-school 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)]

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To take advantage of community resources, the school shall consider recruiting community stakeholders to create a community advisory commission to provide advice and guidance for school improvement.

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Assurances

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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 3.02.3]
  
- 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)]



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- A.6: The School Director 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)]

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- 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)]