

Arkansas Indistar  
School Engagement Plan

**Accepted:** This form has been reviewed and little or no revisions need to be made. Please make any suggested revisions (if needed) and go to Submissions tab to submit.

Page 1 of 1

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)]

Marion High School shall convene an annual meeting or several meetings at varying times if necessary to adequately reach parents of students, to inform parents of its requirements regarding parental involvement, and the parent's right to be involved in the education of their child.

Marion High School will encourage parental involvement by providing opportunities for parents to interact with school programs and events.

A district survey from the Title I office will be sent to parents during the last month of school. Opportunities for parent input, such as the need for regular meetings, barriers that limit parent and family involvement, etc. will be addressed.

### **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 following actions will be used by Marion High School to implement the parental engagement policy:

Action 1: MHS faculty will participate in parental involvement staff development.

Action 2: The counseling center and career coach center will also provide parents with information about careers, financial aid, and other academic issues so parents can help their students meet academic goals.

Action 3: To receive input concerning areas that may need to be improved; the Parent Involvement Committee will ask each parent to complete a brief survey at the annual CAP conference concerning their parental involvement at MHS.

Action 4: MHS will offer Parenting and Child Development courses in the Family and Consumer Sciences Department to teach positive parenting skills to future parents.

Action 5: Parent facilitator will assist in choosing the parental involvement committee for MHS.

Action 6: MSD will contact the Marion Chamber of Commerce and ask them to compile a list of community resources available to strengthen family and educational goals.

Action 7: MHS will review current school policies and practices to ensure that they invite family participation with the school including the process for resolving parental concerns.

Action 8: Attendance data from parent conferences and a Parental Survey completed at CAP conferences will measure parental involvement.

Action 9: Parents of all MHS students will be invited to Back to School Orientation to communicate the desire for parental support to increase student achievement and help a parent assist in his or her child's learning.

Action 10: Administrators and teachers will receive the appropriate hours in effective parent involvement staff development as required by Arkansas law.

Action 11: MHS will develop a parent resource section on our web page that will provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment.

Action 12: Director of Communications will communicate to the parents the calendar of events and help with any parent organized group.

Action 13: CAP seminars and Financial Aid Night will inform parents of high school students about involvement and decision making.

Action 14: Two required Parent/Teacher conferences will be held: one in Fall and one in Spring.

Action 15: Parent center located in Counselor's Office will provide informational packets for parents to help prepare their student. Volunteer Resource Book is available from the Parent Facilitator at MHS.

Action 16: MHS parents have the opportunity to develop a PTA/PTO group.

Action 17: MHS will notify parents of the School Improvement Status by written notice and in the annual report to the public.

Action 18: An online grade reporting system, eSchool Home Access Center, will be used. This system is designed to provide parents with up to date, accurate information about their child's academic performance, assignments and other information.

This policy shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

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### **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]*

All licensed faculty members have the opportunity to gain professional development hours pertaining to parent and family engagement through Arkansas Ideas. Guidance from DESE is also shared with the faculty.

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#### **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> (<https://dese.ade.arkansas.gov/>)]
  - *assistance with nutritional meal planning*  
[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

Marion High School understands the importance of involving parents and the community in promoting higher student achievement and developing positive relationships between the school and those it serves. Therefore, Marion High School shall strive to develop and maintain opportunities for meaningful and productive parental and community involvement. The district will strive to build partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the school shall work to:

1. Involve parents and the community in the development and improvement of Title I programs for the school;
2. Explain to parents and the community the State's content and achievement standards, State and local student assessments, and the school's curriculum alignment. The school will provide information to parents to help them work with the school to improve their child's academic achievement;
3. Provide parents with the materials and training they need to be better able to help their child achieve. The school may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.

4. Educate school staff, with the assistance of parents, in ways to work and communicate with parents. Education will also be provided concerning how to implement parent involvement programs that will promote positive partnerships between the school and parents;
6. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;
7. Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
8. Find and modify other successful parent and community involvement programs to suit the needs of our school;
9. Train parents to enhance and promote the involvement of other parents;
10. Provide reasonable support for other parental involvement activities as parents may reasonably request.

To help promote an understanding of each party's role in improving student learning, Marion High School shall develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards.

Marion High School shall convene an annual meeting or several meetings at varying times if necessary to adequately reach parents of students, to inform parents of its requirements regarding parental involvement, and the parent's right to be involved in the education of their child.

Marion High School will encourage parental involvement by providing opportunities for parents to interact with school programs and events.

## **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)]

MHS partners with several community agencies. During the 2021-2022, we worked with a variety of local organizations including:

- Career Counselors
- ASU-Mid south concurrent program;

Plans to reach out to community agencies once again will take place during the 2022-2023 school year

## **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)]

**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*
- **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)]

[ESSA § 1116(d)(2)(A)]

The committee will work collaboratively on a School-Parent Compact during the 2022-2023 school year. This compact will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The compact will also address the importance of regular two-way, meaningful communication through:

- Conferences - MHS already holds one conference in the Fall and one in the Spring
- Frequent reports on progress
- Reasonable access to staff
- Opportunities to volunteer
- Observation of classroom activities
- Build and develop a partnership to help children achieve the challenging State academic standards
- Encourage school staff to use volunteer surveys to compile a volunteer resource book listing interests and availability of volunteers
- Involve parents in a variety of roles

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**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)]

The Director of Federal Programs reserves at least 1% of the district's Title I yearly allocation specifically for parent and family engagement activities. Of these reserved funds, 90% or more goes directly to the schools, with priority given to high-needs schools. Parents and family are encouraged to attend the yearly meeting to discuss how these funds are allocated, to ensure the funded activities are in line with each school's plan. Parent and Family Engagement Plans are evaluated yearly to help guide future activities, increase effective parental involvement and reduce barriers that hinder parental involvement. The Parent and Family Engagement Plan will be reviewed and updated yearly. Plans will be posted annually by August 1.

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<b>Assurances</b>
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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.

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- 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](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)]

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<b>References</b>
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**State**

- Ark. Code Ann. § 6-15-1701 et seq.  
(<https://drive.google.com/file/d/10BITKmbAug4tJidUAqt3CjyBVLxqvfcZ/view>)
- Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement  
([https://dese.ade.arkansas.gov/Files/20201102114851\\_FINAL\\_Parental\\_Involvement\\_Plans\\_and\\_Family\\_and\\_Community\\_Er](https://dese.ade.arkansas.gov/Files/20201102114851_FINAL_Parental_Involvement_Plans_and_Family_and_Community_Er))

**Federal**

- Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312,6318, 6320  
(<https://drive.google.com/file/d/1gLCfooJPV5yjHMvntGmckRiTThzKwGT9/view>)

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<b>School Name:</b>	Marion High School
<b>School Engagement Facilitator Name:</b>	Lauren Brinkley
<b>Plan Revision/Submission Date:</b>	7/22/2022
<b>District Level Reviewer Name, Title:</b>	Julie Coveny, Director of Federal Programs
<b>District Level Approval Date:</b>	7/29/2022

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**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)
Lauren	Brinkley	Parent Facilitator
David	Skelton	Principal
Jeanine	Tiggs	Parent
Beverly	Vaughn	Parent
Dana	Moore	Parent
Donnie	Cheers	Parent

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(Find additional guidance on the DESE Parent and Family Engagement Requirements (<https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs/parent-and-family-engagement-requirements>) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at [ade.engagementmatters@ade.arkansas.gov](mailto:ade.engagementmatters@ade.arkansas.gov) (mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.)

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**District Reviewer Responses**

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**Section 1 - Jointly Developed**

- Changes Required  
 Compliance is Met
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**Comments:**

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**-Section 2 - Communication**

- Changes Required  
 Compliance is Met

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**Comments:**

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**Section 3 - Building Staff Capacity**

- Changes Required
  - Compliance is Met
- 

**Comments:**

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**Section 4 - Building Parent Capacity**

- Changes Required
  - Compliance is Met
- 

**Comments:**

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**Section 5 - Coordination**

- Changes Required
  - Compliance is Met
- 

**Comments:**

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**Section 6 - Annual Title I Meeting**

- Changes Required
  - Compliance is Met
- 

**Comments:**

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**Section 7 - School-Parent Compact**

- Changes Required
  - Compliance is Met
- 

**Comments:**

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**Section 8 - Reservation of Funds**

- Changes Required
  - Compliance is Met
- 

**Comments:**

**Accepted:** This form has been reviewed and little or no revisions need to be made. Please make any suggested revisions (if needed) and go to Submissions tab to submit.



Close