

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)]

We will utilize input and feed back from parent facilitators to develop our School, Parent and Family Engagement Plan at Marion Visual and Performing Arts Magnet. Because of COVID, we will not be able to implore traditional methods of collecting this feedback. We will use an online platform where parents can review our previous plan, respond remotely in evaluating our previous efforts, and make suggestions for improvement. We will invite parent facilitators to join us virtually to discuss the results and decide upon adjustments that will be make to our plan. Jointly, we will develop a plan that meets the changing needs of students, parents, and families that we serve.

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)]

VPA's annual Title I meeting was held on Saturday, July 24, 2021. The meeting was held in conjunction with VPA Fresh Start event. The meeting was announced several weeks prior to the event through robo calls, social media and direct mail. During the Title I presentation by our principal Betsy Laughter, parents were informed of the requirements of Title I and the school's participation. Parents were also informed of their rights under Title I.

The District's Annual Title I meeting is scheduled for May, 2023.

Once our School, Parent, and Family Engagement Plan has been developed with the help of our parent facilitators, this plan will be shared with our parents in multiple formats: the plan will be posted to our website, a video explaining the plan will be posted to social media outlets, and copies of the plan may be picked up in our main office at the parent and family resource center. This plan will be made available to parents in an understandable and uniform format by the end of August each school year. The parent facilitator at VPA is Beth Sutton. She can be reached at 870-735-4588.

Various communication strategies used at VPA provide additional information to parents and to increase parental involvement in supporting classroom instruction throughout the school year.

- VPA Open House/Meet the teacher night is held.
- The school sends a monthly VPA newsletter highlighting school wide events and information. Events are also highlighted at the following website: <https://www.msd.org/o/vpa/events> All K-6th grade classroom teachers were provided with parent-teachers communication agendas to inform parents of events progress daily.
- Prior to any major campus-wide event, flyers are sent out with detailed information.
- All classroom teachers maintain an up to date communication log. (phone log)
- Report cards are sent out quarterly.
- Parent conferences are held each semester.
- Teachers will hold conferences individually with parents of children in their classrooms. Parents are invited to volunteer at each Scholastic Bookfair hosted by VPA's media specialist. Parents will be given a summary of the students' test scores and an explanation of the interventions teacher are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts.
- Parents will be given suggestions for coordinating school-parents efforts and explanations of homework and grading procedures as needed.
- The VPA campus sponsors will sponsor an annual Fresh Start for family fun and school information. Teachers have web pages with classroom new/information. Links to web pages are posted on the VPA website.
- Parents are encouraged to join the Remind account @vpastage, where they will learn of various ways they can be engaged in VPA.
- Mrs. Sutton, VPA school counselor, periodically sends home a newsletter that she encourages parents to review with their child. Teachers also reinforce the character trait daily in the classroom. Mrs. Sutton also presents an engaging lesson to the class reviewing the trait.
- The school has a Facebook page to inform parents and to highlight current events.
- A detailed calendar of events and upcoming activities is on VPA's website.
- The school will utilize the robo call system to notify parents of important events, reminders and attendance concerns.
- A PIC (Parent in Charge) program has been added to each class to foster a culture of open communication among parents in the classroom. The PIC will communicate with other parents in the class regarding school parties and ways to volunteer their time.
- Parent and Family Engagement brochures are available in the office and highlights various ways that parents and family can be engaged at VPA. Some examples are: be a guest speaker for career day and other events; tutor/mentor, bring supplies for a class wish list; read aloud to students; chaperone field trips; help organize extracurricular activities for students; help organize/cater/or work at school programs, assemblies or fundraising activities; participate in book fairs; and help plan and chaperone in school events.

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)]

All licensed faculty members, teachers and administrators are required to complete 60 hours of professional development each year. During these training sessions time is devoted to the importance of developing and maintaining supportive relationships with parents. Different workshops from Arkansas IDEAS are utilized, information from DESE is utilized and programming ideas from the Arkansas Ready to Learn Playbook will be implemented to assist teachers in developing an understanding of the importance of parent and family engagement in the academic realm.

Training is held on campus each year in utilizing different techniques in communication with parents. Teachers are required to keep a log of parent phone calls, conversations, emails and conferences in order to document all communications. Parents are welcome to request conferences with teachers and administrators at any time and it is strongly encouraged to attend the district's scheduled parent/teacher conferences.

The Director of Student Services serves as a liaison to support parents, staff, teachers and administration to provide professional development in the area.

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)]

Parent interest surveys were evaluated by the parental involvement committee from the previous school year. The information/feedback given was used to guide our planning for this school year (2021-2022).

Regular parent involvement meetings will be held throughout the year. Several parents serve on Mrs. Sutton's school counseling advisory board. They meet twice a year.

VPA will ensure that parents are currently provided with the following on our website by October 31, 2022:

- A description and explanation of the curriculum in use
- Individual student academic assessment results and interpretation of those results
- Description and explanation of the assessments used to measure student progress and achievement

Assistance and instruction to parents of children served by the school is given to understand these topics:

- Arkansas Academic Standards - will be made available on VPAs website by 10/31/2022. State and local academic assessments including alternate assessments - Exact Path letter to parents will be provided by H. Sorrells and will be sent out by teachers to parents.
- Title I, Part A requirements
- Strategies parents can use to support their child's academic progress - tips on Mrs. Sutton's website
Partnering with teachers to support their child's academic achievements is done through honors assemblies each 9 weeks.
- Use of ADE website and tools for parents [<http://www.arkansased.gov>]
- Assistance with nutritional meal planning and preparation - tips are provided on Mrs. Sutton's website. Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement - provided on Mrs. Sutton's website
- Promote and support responsible parenting - provided on Mrs. Sutton's website

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)]

University of Arkansas Cooperative Extension Service - The director of this organization serves on our school counseling advisory board and advises us on many aspects of our school counseling program. Marion First United Methodist Church - Food Backpack Program year round, Hope for the Holidays and Fresh Start (hygiene kits)

DeltaARTS - Marion School District and this local nonprofit arts agency have enjoyed a long-time partnership, which deepened when the VPA was formed. DeltaARTS provides classroom artist residencies, professional development, and live arts experiences to strengthen and cultivate the VPA's arts-based curriculum.

ASU Mid-South - our sixth grade students visited the campus and learned about the programs offered Parent Resource Center is now available in the library. Materials such as a Family Engagement Plan pamphlet, educational resources, and ways for the parent to utilize the services offered by the school counselor are available.

Junior Auxiliary of Crittenden County-supports students, as needed and requested by the school counselor. This organization provides items such as clothing and supplies to students in need, including a Coats for Kids program.

Arkansas Peace Week will be observed in September.

Fresh Start had numerous community volunteers such as a local barber.

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)]

With the help of parent facilitators, VPA will produce a video outlining the benefits and responsibilities of being a Title I school. This video will be posted to our website no later than September 30, 2022.

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)]

Before the school-parent compact was developed, a survey to gauge the interest, needs, and concerns of parents was sent home. Results were used to create a compact that outlines the responsibility of the students, parents, and teachers in helping students achieve their academic and behavioral goals. The purpose of the school-parent teacher contract is to communicate a common understanding of home and school responsibilities to assure that every student attains high academic standards that leads to a quality education.

The survey will also help VPA create a list of potential volunteers.

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?*

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.

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.
(<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)

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>)

School Name:	Marion Visual and Performing Arts Magnet School
School Engagement Facilitator Name:	Beth Sutton
Plan Revision/Submission Date:	7/19/2022
District Level Reviewer Name, Title:	Julie Coveny, Director of Federal Programs
District Level Approval Date:	7/29/2022

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)
Kendra	Moore	Parent
Desiree	Coleman	Parent
Leslie	Barnes	Parent
Alex	Smith	Community Partner
Beth	Sutton	Parent Facilitator
Tikita	Brown	Administrator

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)
Betsy	Laughter	Administrator

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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) or 501-371-8051.)

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:

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