

Osceola High School Parent, Family, Community Engagement Plan Patricia Hodge, Facilitator

Plan Review Date: 7/29/2021

District Level Approver: Charles Webster, Director of Student Services

Committee Members:

Darrah Littleton, Parent

Amanda & Buddy Wright, Parents

Jeri Vance, Parent

Antoinette Harris Parent

Melissa Calvert Community Liaison

Jena Copeland, Parent

1: Jointly Developed

The parents are involved in the development of the school parent and family engagement plan in several ways. The first involves engaging parents in the development of the school parent and family engagement plan through the committee of parents, community liaisons, and grandparents. The second way is the annual review of the engagement plan and how OHS seeks the input of parents to describe and update the changing needs of the parents and the school. OHS ensures that there is an adequate representation of parents of participating children in a variety of roles and this is evident in the existence of two active parent liaisons at the high school, as well as parents and grandparents as committee members. OHS welcomes parent comments and facilitates transparent submission of comments to the district of the Title I Schoolwide Plan is not satisfactory to parents. Regular meetings requested by parents are addressed. Opportunities for regular meetings if requested by parents.

2: Annual Title I Meeting

OHS has a Title I meeting set for October 19, 2021, from 4:30 to 6:00pm. This is the Annual Title I meeting to inform parents of the requirements of Title I and the school's participation as well as the parents right to be involved.

3: Communications

The district sends parent notifications of this meeting by email and via the official district Facebook page regularly. Copies of the parent and family engagement policy are available to parents on the district website and copies are provided at the Title I meeting. Included are a description of parent and family engagement plan, recommended roles, ways for a family to get involved in a variety of roles, a survey regarding volunteer interests, a schedule of activities planned throughout the school year. A regular, two-way, and meaningful system for parents/teachers to communicate is used, and included in this system are phone calls on the alert system to inform parents of important information, the district Facebook page, as well as parent contacts made by phone as needed. The parent and family engagement plan is reviewed and edited by the parent liaisons and committee members to ensure that the plan is written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand, and that the informational packet is appropriate for the age and grade of each child.

A parent-friendly summary/explanation of the parent and family engagement plan is online and provided as a supplement to the student handbook, which is a tear out page to obtain signatures from each parent acknowledging receipt of the Parent and Family Engagement Plan Summary. The school offers meetings at various times and is flexible with online or in person as needs arise.

4: School Parent Compact

Parents are invited to attend the meeting to review the school-parent compact and are encouraged to help find us new ways to involve our families. This enables them to actively take on various roles.

Patricia Hodge is responsible for making sure the parent school compact is ready for parents to discuss and sign. Ms. Hodge can be reached at 870-563-1863.

OHS addresses the importance of regular two-way, meaningful communication through conferences at least twice a year (in 2021-2022 the dates are September 16th and 17th and February 10th and 11th).

The school provides parent HAC access and frequent progress reports.

Staff is reasonably accessible. Parents are given opportunities to volunteer and welcomed for observation of classroom activities.

5: Reservation of Funds

OHS involves parents and family members of children receiving services under Title I in the decisions regarding how reserved funds are allotted for parent and family engagement activities by parent surveys, access to the school website, local newspapers, and annual Report to the Public Title I meeting.

6: Coordination of Services

The school distributes informational packets each year that include a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/teachers/students and school, suggestions of ways parents can be involved in their child's education, parental involvement activities planned for the current year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, email...) during the second week of school.

A district parent center is provided at North Elementary and its operating hours are 8:00-3:30 daily by appointment. Our handbook does include 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, Toshiba Pugh, shall designate (1) certified staff member who is willing to serve as parent facilitator. Patricia Hodge is our school based parent facilitator.

7: Building Capacity of Parents

OHS schedules regular parent involvement meetings and provides parents with a description and explanation of the curriculum in use. Each teacher releases a curriculum map online. Parents are also provided with progress reports and report cards with individual academic assessment results and interpretation of those results. Parents are provided with a description of the assessments used to measure student progress and achievement levels of the challenging State academic standards, such as ACT Aspire (given in April). The school social media and website has links for parents to Arkansas Academic Standards, state and local assessments, strategies parents can use to support their child's academic progress. Teachers partner with parents to support their child's academic achievements by being available to meet with parents as needed. Teachers endeavor to incorporate developmentally appropriate learning activities.

8: Building Capacity of School Staff

OHS works to ensure professional development requirements are met for teachers and administrators.

Parents are welcomed into the school and the school staff seek parental support and assistance. Train teachers, specialized instructional support personnel, principals, and other school leaders:

1. That parents play an integral role in assisting student learning.
2. In the value and utility of contributions of parents.
3. In how to reach out to, communicate with, and work with parents as equal partners.
4. To implement and coordinate parent program and build ties between home and school.
5. To welcome parents into the school and seek parental support and assistance.
6. To provide information in a format, to the extent practicable, in a language the parents can understand.
7. To respond to parent requests for parent and family engagement activities.
8. To recognize that a parent is a full partner by including in the school handbook the school's process for resolving parent concerns.

9: Building Capacity - Discretionary

- **Parent Leadership:** Encourage parents to enhance the involvement of other parents.
- **Flexible Options:** Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children, provide transportation for parents unable to attend conferences at school to maximize parental involvement and participation in their children's education.
- **Model Approaches:** Adopt and implement model approaches to improving parent and family engagement **Parent Advisory Council:** Establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- **Community and Business Roles:** Develop appropriate roles for community-based organizations and businesses in parent and family engagement activities.