



2022-2023 (working) Parent and Family Engagement Plan

Parent & Family Engagement Committee:

- Joey Sorters, Principal
- Mary Larkan, Facilitator
- Garth Owens, Facilitator
- Parent
- Parent
- Parent
- Teacher
- Teacher
- Teacher
- Sydney Barton Student
- Student
- Student

1: Jointly Developed

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)]

Parents will be asked to become a member of the Parent and Family Engagement Committee. The committee will meet once a quarter to develop, analyze and plan

programs to help families become more engaged in their student's education and experience at Greenland High School.

- Parents will participate in the development of the school parent and family engagement plan
- Annually, parents review, update, and improve the school parent and family engagement plan to meet the changing needs of parents and the school
- The committee is composed of a representation of parents of participating children in the process in a variety of roles
- The committee will submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents
- The plan will address opportunities for regular meetings if requested by parents

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)(i)]
- **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)]

Greenland High School will use various communication strategies to provide additional information to parents and to increase parent and family engagement in supporting classroom instruction.

- Greenland High School Parent and Family Engagement Plan is available to families and the local community on Greenland School District website
 - The contact information for the parent facilitators is included

- 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 age and grade appropriate
- Annually, an informational packet will be distributed which includes:
 - The Parent and Family Engagement plan
 - Recommended roles for those initiating the plan
 - Ways for a family to get involved in a variety of roles
 - “Volunteer Interest Survey”
 - A schedule of activities planned throughout the school year
 - Regular, two-way, and meaningful system for parents/teachers to communicate through Aptegey
- By August 1st, the parent and family engagement plan will be posted on the district website as a supplement to the student handbook
 - Obtain signatures from each parent acknowledging receipt of the Greenland School District Parent and Family Engagement Plan summary
- Meetings will be offered at various times to increase parent and community involvement in various formats which include online and in-person meetings.

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); A.C.A. § 6-15-1702(b)(3)(B(ii))

Greenland High School, Northwest Arkansas Educational Service Cooperative, and online via Arkansas Ideas will train faculty members in various ways to work with parents as equal partners.

- Training will include utilization of Apptegy, volunteer opportunities to interact with parents outside of school hours.
- All teachers are trained to utilize the School Status communication program.
- Utilize parent occupation list developed through the “Volunteer Interest Survey” to invite parents into schools as guest speakers for classes.
- Career/Academic Planning Training for teachers

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 Division of Elementary and Secondary 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)]

Greenland High School builds family and parent engagement through various meetings throughout the school year.

- Parental Involvement meetings will be held quarterly
- Provide parents with a description and explanation of the curriculum in use during Parent/Teacher Conferences, CAP Conferences and the annual Title I meeting
- Parents are provided with individual student academic assessment results and interpretation of those results during Parent/Teacher and Individual Conferences
- Parents are provided with a description and explanation of the assessments used to measure student progress and achievement levels of challenging State academic standard
- The school promotes and supports responsible parenting through purchasing and parenting books, magazines, and other informative material regarding responsible parenting through the School library and on loan through the Parent Center
- Parents are provided assistance and instruction to parents of children served by the school in understanding these topics:
 - * Arkansas Academic Standards
 - * State and local academic assessments including alternate assessments
 - * Title I, Part A requirements
 - * Strategies parents can use to support their child's academic progress
 - * Partnering with teachers to support their child's academic achievements
 - * Incorporating developmentally appropriate learning activities

- * Use of ADE website and tools for parents [<http://www.arkansased.gov>]
- * Assistance with nutritional meal planning and preparation
- * During CAP Conferences each spring, parents are involved in the decisions affecting course selection, career planning ,and preparation for postsecondary opportunities
 - * Including role play and demonstration by trained volunteers
- Parent nights include but are not limited to Athlete Parent Nights, Literacy Night, STEM Night, FAFSA Night which provide materials and training in these areas
- Educational opportunities promoting and supporting responsible parenting are offered
- The Volunteer Resource Book listing interests and availability of volunteers is housed in the Parent Center and a list is shared online with the faculty.
- Parents are involved in a variety of roles for example: chaperoning events, working in the concession stand, speaking at career day events, providing snacks

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)]

Greenland High School will coordinate with community organizations, local businesses, and community partners to provide support and resources for our families. This support includes:

- Invite parents and community partners to speak to classes about career, travel and work experiences
- Parent and Family Engagement programs will include college and career ready opportunities which include: Funding Your Future/Senior Parent Information Night, FAFSA Work Nights, Career Day

- The promotion and support of responsible parenting
- Greenland High School graduates are recruited to be a part of the Alumni Advisory Committee
- Enable the formation of a Parent Teacher Association or organization
 - Leaders of said organization will be utilized in appropriate decisions
 - Parents are encouraged to participate in groups such as Athletic Booster Club and Band Booster Club
- The following use of community resources strengthens our school programs, practices, and learning:
 - Pirate Pantry includes clothing, school supplies, and snack packs
- Incorporate this plan into the school's improvement plan

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)]

Greenland High School will conduct an annual Title I meeting in October. This meeting will: inform parents of the requirements of Title I and the school's participation

- inform parents of their rights under Title I
- **Possible Hosting Site: Tailgating Tent Meeting prior HS Game**

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)]

A school-parent compact is developed which describes how students, parents and the Entire school staff share in improving student academic achievement.

- The School-Parent Compact is developed jointly
 - The parents, the entire school staff, and students will share the responsibility for improved student academic achievement
 - The School-Parent Compact is included in the Student Handbook. All stakeholders will sign and return the handbook signature page, which will serve as evidence of distribution.

Timely two-way, meaningful communication is addressed through:

- The Student Handbook
- Parent/Teacher Conferences (fall and spring)
- CAP Conferences (spring)
- Progress reports are sent home after the 5th week of each quarter.
- State and Local Academic Assessments
- Summative test results
- Conferences with teachers upon request
- Opportunities to volunteer
- Observation of classroom activities
- Social Media (Facebook, Instagram, Twitter)
- Google Classroom
- Appetegy posts from faculty
- Home Access Center (HAC) to access currency grades and attendance
- Curriculum Focused Literacy Nights (Math, Reading, STEM, etc.)

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)]

Parents and families are involved in the decision of how funds are allocated to improve Parent and Family Engagement at Greenland High School. Greenland High School uses Title 1 Funds to provide Snacks, various instructional materials, and babysitting for parent and family engagement events. The Greenland High School Family and Parent Engagement Committee prioritizes the utilization of funds for each event.

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)(1-2)]
- **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
 - 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:	
School Engagement Facilitator Name:	
Plan Revision/Submission Date:	
District Level Reviewer Name, Title:	
District Level Approval Date:	

Committee Members, Role

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>

(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 ade.engagementmatters@ade.arkansas.gov or 501-371-8051.)

District Reviewer Responses

Section 1 - Jointly Developed

- Changes Required
- Compliance is Met

[Text box for responses]

Section 2 - Communication

- Changes Required
- Compliance is Met

[Text box for responses]

Section 3 - Building Staff Capacity

- Changes Required
- Compliance is Met

[Text box for responses]

Section 4 - Building Parent Capacity

- Changes Required
- Compliance is Met

[Text box for responses]

Section 5 - Coordination

- Changes Required
- Compliance is Met

[Text box for responses]

Section 6 - Annual Title I Meeting

- Changes Required
- Compliance is Met

[Text box for responses]

Section 7 - School-Parent Compact

- Changes Required
- Compliance is Met

[Text box for responses]

Section 8 - Reservation of Funds

- Changes Required
- Compliance is Met

[Text box for responses]