Includes:

Attendance Policy
School Contacts
Class Schedules
Testing & Exemption Policies
Grading Scale
Meal Prices
Transportation Policies/Laws
Parent Center Information

School Closings
Educational Websites
Parental ACTs/Laws/Policies
Community Service
PTSA
WHS School Calendar
Parent Volunteer Sign-Up
Teacher’s Schedules
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2019-2020 Family Information Guide
District Title I Parent and Family Engagement Plan Summary (Student Handbook)
School’s Title I Parent and Family Engagement Plan

Act 307 of the 2007 Arkansas legislative session requires all schools in the state to develop and implement a comprehensive parent and family engagement plan for each campus and to send important information home to families. This packet of information is found on each campuses’ website (wynneschools.org) under the Parents/Students tab and it includes the 2019-2020 Parent and Family Engagement Plan for the school. A District Title I Plan summary has been added as an addendum to the High School Student Handbook for 2019-2020.

In order for us to know that you have accessed your family guide online, we ask that you sign this page and have your child return it to school by Tuesday, September 17.

Note: If you do not have a computer, you may access information at Cross County Library, at each campus media center, and/or the Parent Center located at 1500 Lemons Street (portable building north of the Primary building).

_____This is to certify that I have accessed a copy of the Family Information Guide, which contains the 2019-2020 Title I Parent and Family Engagement Plan for my child’s school. It is located on the school’s website at www.wynneschools.org under the parents/students tab. I have also accessed the District Title I Plan summary. (Please sign and return this form to the school.)

_____ This is to certify that I DO NOT have access to a copy of the Family Information Guide, which contains the 2019-2020 Title I Parent and Family Engagement Plan for my child’s school on the school’s website and that I need a copy of the guide sent home with my child. I also need a copy of the District Title I Plan summary. (Please sign and return this form to the school.)

Parent’s Name: ___________________________________________________________
Student’s Name: __________________________________________________________
Teacher’s Name: __________________________________________________________
Date: ___________________________________________________________________

Parents, the Family Information Guides that comply with ACT 603, ACT 307, ACT 397 and ESSA have been placed on line for parents of all students in grades K-12 for the 2019-2020 school year as of September 3, 2019. If you either cannot access the guide or did not receive one and would like one, please contact MS Breckenridge, District Parent Coordinator at 870-587-0350.
As a component of the school-level parent and family engagement plan, each schoolwide Title I school will jointly develop a school-parent compact. **The purpose of this compact is to outline how parents/families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/families will build and develop a partnership to help students achieve the State’s high standards.** The Wynne Junior and Senior High School provide a high-quality curriculum and instruction in a supportive and effective learning environment, to enable students to meet the state’s challenging student performance standards. The compact also outlines ways each parent/family member is responsible for supporting their child’s learning. Each family has access to the student performance standards for each grade level as printed in the handbook or may access student standards at [http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction](http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction) or [www.wynneschools.org](http://www.wynneschools.org).

To emphasize the importance of communication between parents and teachers on an ongoing basis, the school will schedule parent teacher conferences at which the compact will be discussed as it relates to the individual student’s achievement; to all parents/families on their student’s progress; provide reasonable access to staff, and provide opportunities for parents/families to volunteer, participate, and observe in their child’s classroom. This ensures regular two-way meaningful communication between family members and school staff. To the extent practicable the compact will be in a language that parents/families can understand. The Wynne Junior and Senior High Schools believe that parent/family engagement is a key factor in the success of a student’s educational experience and desires a partnership between the home and the school; therefore, we wish to engage parents/families, students, teachers, and the school in this joint compact.

**As a Parent,** I will encourage and support my child’s learning by doing the following:
- Make sure my child attends school regularly and arrives on time.
- Support the school’s discipline policy.
- Encourage good study habits by setting high academic standards for my child.
- Encourage my child by being involved in his/her education, volunteering when possible, and attending parent-teacher conferences.
- Encourage my child’s positive attitude toward school, personnel, and the educational experiences.
- A Home Access Center (HAC) is available to view my child’s assignments and grades. I may look at daily work and progress reports, read and respond to notices from the school, communicate with my child’s teacher(s), and participate, as appropriate, in decisions related to my child’s education.
- Encourage my child to read, engage in family oriented activities, and promote positive use of my child’s extracurricular time.
- Support the school by providing notification of changes regarding my phone numbers, address, email, and/or contact information.
- Participate as possible, in the school’s School Improvement Team (ACSIP), the Title I Parent and Family Engagement Committee, School Community Council, PTSA, or other school advisory/policy groups and activities.
- Support as possible, parent trainings and the school’s informative meetings.
- Encourage my child to resolve conflicts in positive, non-violent ways.

**As a Student,** I will share the responsibility to improve my academic achievement and attain the State’s and school’s high standards of learning by doing the following:
- Come to school with a positive attitude and ready to learn every day.
- Engage in instruction and learning activities, and ask questions when I need help.
Read daily at home.
Set goals for high academic standards and work diligently to complete my school assignments and spend the necessary time reviewing and/or studying.
Take schoolwork, notes, and other school information home, and return any necessary information.
Treat all students, teachers, adults and property in the school with respect at all times.
Know and follow all school rules in the classroom, on the bus, and at school activities or functions.
Exhibit proper time-management skills.
Avoid bullying and report any incidents of bullying to the principals.
Work to resolve conflicts in positive, non-violent ways.

WYNNE SCHOOL DISTRICT
SCHOOL/PARENT/TEACHER/STUDENT COMPACT 6-12
2019-2020

As a Teacher, I will encourage and support students’ learning in this school by doing the following:
- Provide challenging tasks, a high quality curriculum, and instruction in a supportive environment to help students meet the state’s and school’s student performance standards.
- Maintain and foster high standards of achievement and behavior for all students.
- Encourage all students, acknowledge their ideas, and regularly monitor their progress.
- Communicate regularly with parents and students regarding student’s progress and learning according to state standards.
- Encourage family participation in decisions related to their child’s education.
- Demonstrate care, concern, and respect for all students and their family with a positive attitude.
- Respect student diversity, including cultural, racial, and ethnic differences.
- Carry out school rules and policies, and help students and their family understand them.
- Strive to be available to work with students and parents as needed and to provide access to additional resources as needed for academic success.
- Be alert and promote anti-bullying on our campus by responding appropriately to reports of bullying.
- Attend as possible, parenting nights to encourage student participation and parent/family engagement.
- Update and inform parents of upcoming assignments, tests, and projects regularly.
- Help children to resolve conflicts in positive, non-violent ways.

As the Principal, I will support this form of parent-teacher-student involvement. Therefore, I will strive to do the following:
- To provide opportunities for effective parent/family engagement and to support a partnership between the school, parents/families and community to improve student academic achievement.
- Work with staff members in providing resources to help parents work with their children to improve academic achievement and foster greater parent/family understanding of the curriculum.
- Promote professional learning regarding the value and benefit of parent/family contributions, and support parents/families as equal partners in their child’s education.
- Provide a friendly, welcoming environment in the school that allows for positive communications between the teacher(s), parent(s)/family, and student(s), and community.
- Provide a safe and orderly learning environment that promotes academic success.
- Help children to resolve conflicts in positive, non-violent ways.

Parent Signature__________________________________________________Date___________________
Student Signature_________________________________________________Date___________________
Teacher signature____________________________________________________Date___________________
Principal Signature________________________________________________Date___________________
The Wynne School District understands the importance of engaging parents and community in promoting higher student achievement, and keeping goodwill. The district curriculum follows the challenging Arkansas Academic Standards. The district encourages meaningful, productive parent/family and community engagement resulting in mutually beneficial partnerships. The district shall work to…

Goal 1 Involves parents/families in the development and review of the district parent and family engagement plan that is online and filed with the Department of Education, and the School Improvement Plan, which align. There is a summary in the student handbook that parents/families will sign receipt of. The district wants parents involved in the planning, review, and improvement of its programs, annually.

1. The plans will reflect the needs of students and families.
2. Parents/families will be involved in decisions about how funds for parent and family engagement are spent for activities.
3. If the plan is unsatisfactory, any comments will be submitted to the State.

Goal 2 The district will provide support and technical assistance to its Title I schools to plan and implement effective parent/family engagement practices, including the school parent and family engagement plans, school-parent compacts, and Title I requirements.

1. Activities, workshops, conferences, trainings, webinars, and online resources with school staff will build their capacity to work with parents as equal partners.
2. Information is provided to parents in a format, to the extent practicable, and language that parents can understand.
3. Professional development requirements will be met for staff who will be trained in the value of parental contributions, how to communicate with and work with parents as equal partners, and build ties between families and the school.
4. A volunteer program with volunteer opportunities and training is provided.

Goal 3 The district provides parents support to help their students’ achieve success through workshops, conferences, classes, online resources, and equipment, etc.

1. Information is shared with parents about the State academic standards, State and local academic assessments, Title I, Part A, and how to monitor a child’s progress to improve achievement.
2. Materials and training are provided to help parents work with their children in literacy, using technology and reasonable support requested.

Goal 4 The district will share the budget for parent and family engagement activities and programs, and involve parents in providing input into how the funds are used.

1. As a district receiving a Title I, Part A allocation greater than $500,000, 90% of 1% of that allocation funds parent and family engagement with priority given to high-need schools. Funded activities are consistent with the district plan.
2. An annual evaluation identifying barriers, needs, and strategies will be used to design evidence-based strategies for more effective parental involvement.
3. The district plan is reviewed and updated annually.

Goal 5 The district will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families.

1. The district collaborates and supports preschool students’ transition to kindergarten.
2. Transition nights between campuses, postsecondary schools or careers are provided.
3. The district coordinates and integrates programs with other entities to enhance student learning.
4. The district provides a parent resource center to encourage and support parents and a district parent coordinator to meet family’s needs.
Do you have time to volunteer at the schools in the Wynne School District? If so please complete the general information below to be contacted for regular volunteer opportunities like assisting with preparing materials, assisting students in classes or one-on-one, helping the librarian, and/or in the computer lab. Return this form to school with your child as soon as possible. Thank you in advance for your help and support! (Volunteers must sign FERPA Confidentiality Statements and are encouraged to attend the Volunteer Orientation for anyone volunteering in grades K-12 on September 5, 2019 at 8:30 a.m. in the Wynne Primary School cafeteria).

Your name (please print) __________________________________________________________________________

Phone # - Day ____________________ Night __________________________

Student’s name (Please print) ________________________________ Grade_____

Homeroom Teacher K-5/Advisory Teacher 6/12 ______________________ (**Must Complete)

Parent Email: _____________________________________________________________________________________

At which campus (es) are you willing to work? ___ Parent Center ___ Primary_____ Intermediate ____ JH ____ HS

Circle the day(s) that you are available to volunteer:  Monday Tuesday Wednesday Thursday Friday

Check how often you wish to volunteer:  ___Weekly  ___Monthly  ___Occasionally

Check if available anytime _____, or list times if available at certain times only ________________________________

Please let us know if you are willing to volunteer in any these special areas listed below along with regular volunteer opportunities:

_____ I would like to be a Room Parent helping with party days and/or chaperone field trips.

_____ I would like to help with _______PTA or _______PTSA projects.

_____ I am willing to mentor and spend time with a student in the M.O.D.E.L. Mentoring Program (grades 3-5).

_____ I can volunteer in the Parent Center and/or serve on the following committees:

________ Parent Advisory Council __________ District/School Committees

Wynne District Parent Center
Sherry Breckenridge, District Parent Coordinator
1500 N. Lemons St., Wynne, AR 72396
870-587-0350
Atención padres voluntarios  
2019-2020

¿Tienes tiempo para ser voluntario en las escuelas en el distrito escolar de Wynne? Si es así por favor, complete la información abajo para ponerse en contacto con para voluntario regular oportunidades como ayudar con la preparación de materiales, asistir a los estudiantes en clases o individualmente, ayudar a la bibliotecaria, o en el ordenador del laboratorio Regrese esta forma a la escuela con su niño tan pronto como sea posible. ¡Gracias de antemano por su ayuda y apoyo! (Voluntarios deben firmar declaraciones de confidencialidad de FERPA y animamos a asistir a la orientación voluntaria para cualquier persona el voluntariado en los grados K-12 en 05 de septiembre de 2019 en el 8:30 en la cafetería de la escuela Primaria).

Su nombre (por favor imprima) ___  
Teléfono # - día noche ___ ___  
Nombre (por favor) ___Grade___ de estudiante  
Homeroom profesor K-5 y asesoramiento docente 6 12 ___ (** debe completar)  
Correo electrónico de los padres: ___  
¿En que campus (es) son estás dispuesto a trabajar? ___Centro de padres ___ Primary ___ intermedio ___ JH HS  
El círculo de los días que estás disponible para ser voluntario: el lunes el martes el miércoles el jueves el viernes  
Compruebe la frecuencia con que desea ser voluntario: ___Weekly ___Monthly ___Occasionally  
Comprobar si disponibles en cualquier momento o lista veces si está disponible en determinados momentos solamente ___ ___  

Por favor, háganos saber si usted está dispuesto ser voluntario en cualquiera estas áreas especiales que se enumeran a continuación junto con voluntarios regulares:  
___ Me gustaría ser un padre sala ayudando con días de fiesta o acompañante de viajes.  
___ Me gustaría ayudar con proyectos de ___PTA o ___PTSA.  
___ Estoy dispuesto a mentor y pasar tiempo con un estudiante en el programa de tutoría de M.O.D.E.L. (grados 3-5).  
___ Yo puedo ser voluntario en el centro de padres o servir en las comisiones siguientes:  
___ Padres Consejo Consultivo comités de distrito y la escuela ___

Centro de padres del districto de Wynne  
Breckenridge Jerez, Coordinador de padres de familia del distrito  
1500 N. limones San, Wynne, AR 72396  
870-587-0350
2019-2020 PTSA

$10.00 per Adult Member/Teacher      $5.00 per Student Member
$100.00 Excellence in Education Family & Corporate Membership

**Excellence in Education Family/Corporate Membership:**
This membership allows members to opt out of participating in item-selling fundraisers, yet students will still participate in the rewards! Family/Corporate Membership holders’ names will appear on the PTSA website, letting others know that you’re an EXCELLENT supporter!

*If corporate/family membership, please list all students/grades:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

<table>
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<tr>
<th>Member Information</th>
<th>Member 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Person(s) Joining PTSA</strong></td>
<td><em>If family, list other family names below.</em></td>
</tr>
<tr>
<td><strong>Relationship to Student(s)</strong></td>
<td>___ Parent ___ Grandparent</td>
</tr>
<tr>
<td><em>(Please check one for each member.)</em></td>
<td>___ Teacher: (Grade _____ Bldg ______)</td>
</tr>
<tr>
<td></td>
<td>___ Staff</td>
</tr>
<tr>
<td></td>
<td>___ Student: (Grade ___) ___Other</td>
</tr>
<tr>
<td><strong>Street Address</strong></td>
<td><strong>Street Address</strong></td>
</tr>
<tr>
<td><em>(Please include city, state, zip.)</em></td>
<td><em>(Please include city, state, zip.)</em></td>
</tr>
<tr>
<td><strong>Phone Number</strong></td>
<td><strong>Phone Number</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Email Address</strong></td>
<td><strong>Email Address</strong></td>
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<tr>
<td></td>
<td>We welcome your sharing of any special talents, hobbies, interests, tangible items, or ideas!</td>
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</table>

**Total Membership Dues:**
Adults/Teachers _____ ($10 each)  Students/Children: _____ ($5 each)  Family/Corporate _____ ($100)

Total Amount Enclosed ________  _____ Cash  _____ Check (Check # _________)
Dear Parents:
We are very glad to have your child as a student at The Academies of Wynne High School this year. Students will be experiencing three academies including Freshman, STEM, and BCH2 Academy. Our school is providing you with this Family Information Guide to enable you to help your child have an enjoyable and beneficial experience this school year. Parents are welcome at our campus, and we look forward to meeting your needs.

Sincerely,
Bruce Guthrie, Principal

Parental Involvement Mission Statement

The staff and administration of The Academies of Wynne High School believe that all students can learn; therefore, we accept the challenge to teach all students so they may attain their maximum educational potential. It is in this spirit that we would like to align ourselves as full partners with the parents of our students. It is the purpose of both WHS faculty and the parents of our school to provide our students with an excellent education that maintains the highest academic standards. We want to educate all students to live and work with all people, to think critically, to function in the world in which they live through the use of technology and appreciation of the arts, to possess positive character traits, and to value a democratic society in which they become responsible, productive citizens. Working together, all students will achieve their highest potential. With the objective of advancing student achievement, Wynne High School offers opportunities to encourage parental involvement, such as the District Parent Center located in the modular building north of the Primary School. The Parent Center is open for the benefit of parents. Parents are encouraged to visit during school hours. Also, a designated Parent Facilitator is available to help with the needs of parents. Many activities/programs will take place throughout the year with specific information to be found in the Bi-Monthly Parent Newsletters.
WHAT IS MY ROLE?

PARENT’S ROLE
As parents, taking an active role in the education process is vital for the success of all students. A parent’s willingness to volunteer, to monitor students’ progress, to communicate with faculty, and to encourage student involvement are all roles played by the parent. Let your student know that you, as partners, and the school faculty are working together for the same thing—an excellent education for him or her.

STUDENT’S ROLE: The following will ensure your days at WHS are pleasant, memorable, and educational.
- As a student, you play a vital role in your education.
- You must be willing to attend school with a desire to learn. Teachers will be teaching many things that will benefit you for the rest of your life.
- Set high standards for what you hope to achieve and be willing to work hard to succeed.
  - Always do your best.
  - Be prepared for class.
  - Write down assignments.
  - Have all work completed.
  - Follow the school rules, which are for your benefit.
  - School should be fun as you participate in school activities and sports.
  - Remember the main purpose of our schools is to help you receive the best education possible.
  - Be willing to treat others fairly.
  - Show respect to your teachers and fellow students.
  - If you do not understand something or need extra help, let your teacher know or else he/she may not realize you are struggling.

TEACHER’S ROLE
As teachers in our schools, we will always strive to teach so that our students achieve their highest potential. We will work to provide a safe, stimulating environment conducive to learning. We will show compassion and understanding to students. We strive to maintain a friendly attitude in which our students and visiting parents feel comfortable and able to ask questions. We want to develop good working relationships with the parents and our students as we recognize parents are our equal partners in educating their students.

PARENTS WELCOME
The Staff of Wynne High School wants to have an open communication policy with parents. Please know that you are welcome to come and talk to the staff during the school day, if the need arises. Each staff has a designated conference time, which is the suggested time to talk with your child’s teacher, and should be scheduled in advance. Each campus has a designated Parent Facilitator to help with parents’ needs, although this person is also in the classroom. As a parent you may call and leave a message with the secretary for a staff member to return a call when he/she is not working with students. The District Parent Center (587-0350) located in the modular building beside the primary school is always open during school hours, and parents are welcome to come and talk to the District Parent Coordinator, Sherry Breckenridge, about needs. Messages may also be left at the parent center.
Requirements of ACT 307 of 2007 (formerly Act 603 of 2003)

- Each school, in collaboration with parents, shall establish a parental involvement plan which includes programs and practices to enhance parental involvement and reflect the specific needs of students and their families.
- The program at each school shall involve parents of students at all grade levels in a variety of roles.
- The program is to be comprehensive and coordinated with other schools in the district.
- The program is to recognize and promote regular, two-way, and meaningful communication between home and school.
- The school shall prepare age and grade appropriate informational Guides which are to be distributed annually to the parent of each child in the school. The Guide shall include:
  1. The school’s parental involvement program.
  2. The recommended role of the parent, student, teacher, and school.
  3. Ways for parents to become involved in the school and his/her child’s education.
- The school shall conduct a parent survey each year to determine parent’s interest and availability for doing volunteer work in, or for the school. A volunteer directory is to be compiled and staff are to be encouraged to utilize volunteers.
- Activities are to be planned throughout the year to encourage parental involvement.
- A system is to be developed to allow communication to be conducted in a regular, two-way, and meaningful manner with the child’s parent, teacher, and the school principal.
- The school shall promote and support responsible parenting.
- The school shall purchase parenting books, magazines, and other informative material regarding responsible parenting through the school library, advertise our selection, and give parents an opportunity to borrow the materials for review.
- The school shall create a parent center.
- The school shall acknowledge that parents play an integral role in assisting student learning and shall schedule regular parent involvement meetings at which parents are given a report on the state of the school and an overview of:
  1. What students will be learning.
  2. How students will be assessed.
  3. What parents should expect for their child’s education.
  4. How parents can assist and make a difference in his or her child’s education.
- The school shall welcome parents into the school and shall not have any school policies or procedures that discourage a parent from visiting the school or from visiting a child’s classroom.
- The school shall encourage and recognize parents as a full partner in the decisions that affect his or her child and family, and shall include in the school’s policy handbook the school’s process for resolving parental concerns, including how to define a problem, who to approach first, and how to develop solutions.
- The school shall sponsor seminars to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities.
- The school shall recognize that community resources strengthen school programs, family practices, and student learning and therefore take advantage of community resources.
- The school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.
- The school shall enable the formation of a Parent Teacher Association (PTA) to foster parental and community involvement in the school and the leaders from this organization shall be utilized in appropriate decisions affecting the children and families.
- The school shall support the development, implementation, and regular evaluation of the program to involve parents in the decisions and practices of the school district.
- The principal of each school in the district shall designate one certified staff member to serve as a parent facilitator.
- The parent facilitator shall organize meaningful training for staff (2 hours for certified teaching staff and 3 hours for administration) and parents, promote a welcoming atmosphere to foster parental involvement in the school and undertake efforts to ensure that parental participation is recognized as an asset to the school.
- The certified staff member serving as a parent facilitator shall receive supplemental pay for the assigned duties as required by law.
Arkansas Indistar

School Parent and Family 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.

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<th>School Name:</th>
<th>The Academies of Wynne High School</th>
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<tbody>
<tr>
<td>Facilitator Name:</td>
<td>Jill Nickerson, Facilitator/Sherry Breckenridge, District Parent Coordinator</td>
</tr>
<tr>
<td>Plan Review/Revision Date:</td>
<td>8/20/2019</td>
</tr>
<tr>
<td>District Level Reviewer, Title:</td>
<td>Stephanie Lyons, Federal Programs Coordinator</td>
</tr>
<tr>
<td>District Level Approval Date:</td>
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Committee Members, Role:
*(Select "Repeat" to open more entry fields to add additional team members)*

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benny</td>
<td>McDowell</td>
<td>Parent 9th</td>
</tr>
<tr>
<td>Jessica</td>
<td>Armstrong</td>
<td>Parent 9th</td>
</tr>
<tr>
<td>Shannon</td>
<td>Hirons</td>
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<td>Leslie</td>
<td>Squalls</td>
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Committee Members, Role:
*(Select "Repeat" to open more entry fields to add additional team members)*

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<thead>
<tr>
<th>First Name</th>
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<tr>
<td>Gregory</td>
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<td>Lori</td>
<td>Hunt</td>
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<tr>
<td>Scott</td>
<td>Carpino</td>
<td>Assistant Principal</td>
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<tr>
<td>Sherry</td>
<td>Breckenridge</td>
<td>District Parent Coordinator</td>
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1: Jointly Developed

(Describe/List how parents will be involved in the development of the school parent and family engagement plan and how parents will be involved in the planning, review, and improvement of parent and family engagement programs.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

The Academies of Wynne High School understands the importance of involving parents and the community as a whole in promoting higher student achievement in accordance with the Arkansas Academic Standards and best practices between the school and those it serves. Therefore, under monitoring of Bruce Guthrie, Principal, Wynne High School shall strive to develop and maintain the capacity for meaningful and productive parent/family and community engagement partnerships as mandated in Title I, Part A, Section 1118. To achieve such end, the school shall work to foster effective parental engagement strategies and support partnerships to improve student achievement.

1. The school has developed and disseminated its Title I Parent and Family Engagement Plan for 2019-2020 under leadership of Jill Nickerson, Parent Facilitator; Sherry Breckenridge, District Parent Coordinator; Stephanie Lyons, Federal Programs Director; and the Title I Parent and Family Engagement committee.

A. A diverse committee includes parent/family, community, and former students shown on the cover page. Minutes, sign-in, and agenda document meetings.

B. Plan is posted to website; parents/families and community are notified how to access the plan via website, Facebook and written notices. The school uses the student handbook, Annual Title I meeting, and parent/family orientation meetings to communicate to parents/families how to access the district plan.

C. Family Information Guide (September 3, 2019) disseminates plan to all families via on line access at www.wynneschools.org or hard copy. Parents/families sign documentation of receipt of plan.

D. The school's plan is reviewed and updated in the fall (September 11, 2019, 5:00 p.m.) before it is integrated into the district's Title I Plan submitted to the state by October 1, 2019 and disseminated to families. Parent comments are submitted to the district if the Title I Plan is not satisfactory; the plan is amended if not approved.

E. The Title I plan developed by parent/family members, school staff, and community implements statewide components and is reviewed and revised each spring (March 12, 2020) along with the Title I program.

F. The school's parent and family engagement committee meets as part of the school community council twice a year to develop, review, and update the school’s parent and family engagement plan.

G. Upon approval, the school plan becomes part of the District's Title I PFE Plan.
2. Parent/family members engage in an evaluation and the decision-making processes, with staff, each spring (March 12, 2020, 5:00 p.m.) of the Parent and Family Engagement Plan in improving the academic quality of the school and the school's Title I Program.

   A. The high school involves parents/families and the community in the development and improvement of Title I programs by keeping parents informed about parent/family engagement programs, plans, meetings, Report to Patrons, conferences and other activities.

   B. Data (ACT Aspire, ACT Prep for juniors, Response to Intervention, MAP testing for 9th and 10th grade, ACT Interims four times per year) is used in evaluating the Title I, Part A program along with the curriculum and software programs for home and school use (IXL Math, IXL English, Kahn Academy).

   C. Parent/Family Engagement committee encourages suggestions and revises the program as needed annually.

   D. Parents/families are engaged in decision-making processes: Information is shared about Title I, Part A program on a district level at Report to Patrons (October 21, 2019, 6:00 p.m.) facilitated by administrators of the district. The meeting is publicized in the newspaper, on the school calendar, radio, web site, and marquee.

   E. Parents' Advisory Council (PAC) meetings encourage parents K-12 to share needs and suggestions to promote student achievement, review the school's participation in the Title I program and use of funds. District staff facilitates meetings.

      1) Oct. 1, 2019, 5:00 p.m., WHS Library; Jan. 30, 2020, 5:00 p.m. WIS; and Apr. 9, 2020, 4:30 p.m. at Administrative Services

   F. Parents/families have opportunities for regular parent/family engagement meetings upon request such as PAC meetings, Individualized Education Plan meetings, and conferences with teachers or administrators.

3. The school actively engages with the Parent and Family Engagement committee (Goal 1.1) to review and evaluate the Title I Plan and program to increase the academic quality of the school and build strong family engagement.

   A. Conducts an annual spring review of the content and effectiveness of the Title I Parent and Family Engagement Plan (March 12, 2020).

   B. Staff and parent/family evaluate ways to expand parent/family participation.

   C. Information is reviewed on parent/family participation in school events and parent workshops; parent/family needs to assist in students' learning; the effectiveness of parental engagement strategies; and the engagement of parents/families to support students' academic growth or barriers preventing engagement.

   D. The committee evaluates the plan in relation to Title I law, data gathered from needs assessments conducted fall, 2019, perceptual and visual data named above and information from evaluation forms completed by committee members.

   E. Barriers to greater parent/family participation in activities, especially for target sub-populations are identified along with needs of parents/families to assist in children's learning and engage with school staff.

   F. Strategies to support successful school and family interactions are identified.
G. Findings are shared with administrators and used to design evidence-based strategies for more effective parent/family engagement.

H. The school makes changes and updates to the Title I Plan/program as warranted.

4. The school surveys parent/family members annually via Title I Needs Assessments, which include questions to identify barriers to greater participation in activities; especially targeted sub-populations i.e., economically disadvantaged students.

A. The needs assessments identify the needs of parent/family members to assist with the learning of their children.

B. The committee identifies ways to support successful school and family interactions.

C. The school engages parents in the annual evaluation of the Title I, Part A program's parent/family engagement efforts by using a comprehensive Title I Needs Assessment filled out by teachers, staff, parents, and students.

D. The District Parent Coordinator and Technology Integration Specialist compiles the data to share with parents/families, staff, and community at committee meetings. The Needs Assessment data becomes part of the spring evaluation of the Title I Program and the Title I Plan.

E. The 2018-2019 surveys identified a lack of parent/family participation on the Home Access Center (HAC) and not using parent volunteers as barriers.

1) A handout will be distributed on the use of HAC at Parent Teacher Conference in October which will include interactive steps for parent/family members to follow in accessing HAC.

2) Staff will be encouraged to access the Volunteer Directory in order to utilize parents as volunteers.

F. Needs for a strategy that informs parents about the District Parent Center were identified and will be addressed by adding information to the HAC handout that will be distributed fall 2019. Visual Data studied also showed a need for an ACT Prep class that will be implemented for juniors in 2019-2020 and annually from now on.

5. The high school uses findings from the evaluation process as one component to make recommendations for revisions to the Title I Plan, Title I Program, and School Improvement Plan, and to provide suggestions for school improvement policies relating to parental involvement.

A. Recommendations are shared with administrative staff and at district parent and family engagement meetings.

6. A parent/family activity evaluation report based on attendance at parenting events will be developed and disseminated to parents, staff, and the community by May 21, 2020. This is the responsibility of Sherry Breckenridge, District Parent Coordinator, and Jill Nickerson, Parent Facilitator. The school attaches it to the Title I Plan annually. The report is shared with stakeholders at district reviews and placed on line.

2: Annual Title I Meeting

(Describe/List when (provide the month/year or month/day/year) the school will hold the Annual Title I meeting)
to inform parents of the requirements of Title I and the school's participation as well as the parents’ rights to be involved. The Annual Title I meeting should not be used to ask for parent input, but provided as an opportunity to disseminate information and distribute copies of the revised parent and family engagement policy.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

An Annual Title I meeting is held to inform parents of the requirements of Title I and the school's participation:

A. A power point on the Title I Program, Title I, Part A schools, and Parents' Rights is presented on September 10, 2019 at an Annual Title I meeting. Information is shared on parents' rights under Title I, highly qualified staff, funding, programs provided by Title I funds, the Parent and Family Engagement Plan, national, state, and local education goals, curriculum, the challenging State Academic Standards, and local assessments.

B. Families are continually educated on understanding Title I. Information is posted on the web site and handouts are distributed.

3: Communications

(Describe/List how the parent and family engagement policy will be distributed to parents and how the school is going to communicate with parents including information about how the school will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

Carl Easley, Superintendent and district staff monitors each Title I, Part A School to ensure that schools perform the following tasks:

A Title I Parent/Family Engagement Plan 2019-2020 was developed, disseminated to parent/family members, and shared with community.

A. The school's parent facilitator and the district parent coordinator facilitated the development of the plan with the Parent/Family Engagement Committee.

B. Plan is posted to website; parents/families and community are notified how to access the plan via Facebook and written notices. The school uses the student handbook, Annual Title I meeting, and parent/family orientation meetings to communicate to parents/families how to access the district plan.

C. Announcements run in the newspaper and on the radio, and the plan is in the Family Information Guide (Sept. 3, 2019) distributed to all families. Parents sign documentation that they access the Title I Plan at www.wynneschools.org or via hard copy.

D. The school posts copies of the Title I Plan in the school and provides copies at the annual Title I meeting (Sept. 10, 2019, 5:00 p.m.).

A parent/family engagement contact person has been secured for each Title I, Part A School as well as the District Parent Coordinator, Sherry Breckenridge. Jill Nickerson serves as parent facilitator at the high school.
The school sends home information in a language and form that parents/families can understand to the extent possible.

A. To provide the best academic success for students and to work with parents/families, parenting staff may provide a Family Information Guide, Title I Plan/Compact, etc., in other languages as needed for students in the English Language Learner program. Translators may help with conferences/enrollment. Staff may collaborate with Marjorie Crawford, English Language Learner Coordinator. Parent and Family Engagement staff have been introduced to the TransACT Parent Notices program for use in 2019-2020.

The high school provides information to families about the school's program and the Parent Information Guide each fall.

A. School staff provide parents/families information about the school's program at the Freshmen Orientation, science/math night, literacy night, and College, Career, and Financial Planning Night.

B. A Family Information Guide is available online September 3, 2019 at www.wynneschools.org. Families may also request a hard copy of the guide. Parent/family sign documentation of receipt of the guide, which provides information on parents' rights, laws about parent/family engagement, Title I, Title I Plans, school procedures, teacher conference times, parent/family events and activities, the school calendar, medication procedures, how to communicate with staff in a regular meaningful way, roles for parents and others, Volunteer Interest Survey, the Process for Resolving Parental Concerns, and other information.

C. The school reviews, updates, and revises the guide annually to keep it current for families' use. It is translated into other languages as needed. The guide is posted on line under the Parent Center tab on the district web site and links to each campus. The parent facilitator notifies parents/families of its availability by September 3, 2019 via notices sent home, newspaper, radio, and postings on the district web site. Janet Smith will be responsible for the online access.

The high school has placed a parent-friendly summary/explanation of the parent and family engagement plan on line and as a supplement to the student handbook.

A. Parent signature are obtained acknowledging receipt of the district's parent and family engagement plan summary.

School meetings take place at various times during the day or evening to accommodate parents' work schedules and show flexibility.

A. Parent/Teacher Conferences have a large window of time (3:00-7:30 p.m.) to accommodate parents’ schedules. If parents/families cannot attend during those hours a conference may be scheduled during the teacher's conference period or an in-home visit made.

B. Parent workshops may take place during the day while Math and Literacy Nights are conducted in the evening.

High School may offer meetings in differing formats such as conference calls, in-person meetings, zoom meetings, as well as home visits.

A. The high school staff plans to investigate posting video sessions on social media for parent and family engagement.
A variety of communication strategies provide information to parent/family and increase parent/family engagement in supporting classroom instruction:

- Janet Smith creates and updates a school website containing information for parents/families, links for research and testing materials, and a link to the parent center. Parents may use e-mail to communicate with school staff to engage in regular two-way communication.
- A Parent Center link facilitated by the district parent coordinator has parent/family information and documentation.
- The parent facilitator distributes a parent-friendly monthly/bi-monthly newsletter to parents with information relative to student achievement. The district parent coordinator places parent newsletters online K-12.
- Teachers and parents communicate on an individual basis about their child's progress through Home Access Center (HAC) and teacher conferences. Teachers document parent contacts in a parent contact folder. Teachers will be required to add two grades per week in HAC.
- Progress reports are provided at mid-nine weeks and report cards at nine weeks on children's school progress.
- School and district staff send announcements home with students; utilize E-notes; post notices in school facilities; on social media, school website, written reminders, and the marquee; and provide information for newspapers and radio stations about parent workshops, activities, and meetings. Parents may participate in classroom programs utilized by teachers such as HAC, Class Tag or other programs.
- Parents and community may utilize the Go Jacket app as a communication resource.

4: School-Parent Compact

(Describe/List the process the schools will follow to jointly develop with parents a school-parent compact.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

The school recognizes that parents/families are equal partners in students' education. The school works with parents, staff, and students in creating and using a Title I School–Parent–Student Compact distributed by September 3, 2019 and signed by stakeholders.

A. The compact outlines how parents, school staff, and students share the responsibility to improve students' academic achievement and the means by which the school and parents/families will build and develop a partnership to help children achieve the state's high academic standards.

B. It includes the school's responsibility for a high quality curriculum and instruction in a supportive, effective learning environment.

C. It discloses ways parent/family members are responsible to support children's learning like volunteering and roles for parents like participating or observing in a classroom, participating in decisions about their child's education, and positive use of extracurricular time.

D. The compact outlines students' responsibility for their academic success and achievement.

E. The compact addresses parent/family/teacher communication on a continuous basis through Parent/Teacher Conferences held two times a year, reports of students' progress, regular communication between home and school in a language parents understand, and ensuring that parent/family members have access to staff.
1) Staff uses the compact as a tool for staff, students, and parents in achieving students' academic success and discusses it as it relates to student achievement at Parent/Teacher Conferences.

F. It becomes part of the Title I Parent and Family Engagement Plan and is reviewed annually in the fall (September 11, 2019 and spring (March 12, 2020), and revised as needed.

There are two Parent/Teacher Conferences each year. At conferences, teachers review Title I Compacts with the parent/family as relative to student achievement. Sign-in sheets, minutes, and agenda provide documentation.

A. The principal is responsible for providing flexible times for greater participation.

B. Parent Teacher Conference dates are October 22, 2019 and January 13, 2020, 3:00 – 7:30 p.m.

C. In-home visits may be needed to disseminate information to parents/families who cannot participate in events.

The district parent coordinator, provides information to parent/family/community about volunteer opportunities at a Districtwide Volunteer Orientation (September 5, 2019, 8:30-9:30 a.m.) as the requirements for volunteering in schools are explained and new ideas are solicited. Participants receive a Volunteer Handbook.

A. A Volunteer Reception may be scheduled in 2019-2020 to honor volunteers at each Title I school in the district.

B. Interest Surveys are conducted annually with parent/family members to determine volunteer interests.

C. A volunteer directory is created for schools' use.

D. Volunteering is one way that parent/family support a child's learning. There are opportunities to participate in a classroom, schedule an observation, participate in decisions about children's education, and promote positive use of extracurricular time.

Wynne High School invites parent/family and community to participate in the following roles and activities to increase their engagement, support, and collaboration for student learning:

A. Mentor, Field Day volunteers, family nights, parent/family education workshops, orientation presentations, open house, PTSA, EAST, Get Real Here's the Deal, Student Conferences, and various committees.

The school has developed roles for parents/family and community in its many engagement groups:

A. Parents/family members are engaged in school improvement planning committees such as School Improvement, School Community Council, Title I Parent and Family Engagement, Title I Parents' Advisory Council (PAC), PTSA, handbook, and district planning committees on a regular basis. Parents/family collaborate with schools in review of student handbooks.

B. Parent/family members are engaged through the annual Title I Needs Assessment in improving school effectiveness.

1. The school principal and district staff engage parents in the evaluation of the Title I, Part A program's parental engagement efforts partially by using a comprehensive Title I Needs Assessment completed by teachers, parent/family and students.
2. The school uses the data from these surveys to guide the parent/family engagement requirements for professional development as identified in Arkansas Department of Education rules.

3. Data is used to plan speakers and agendas for parent nights; identify parent/family engagement barriers and the needs of parent/family members; identify strategies to support successful school and family interactions; and serve as a guide to the School Improvement Plan along with other relevant data.

4. Janet Smith places the needs assessment online; she and the district parent coordinator are responsible for compiling the data to share with administrators and staff at the building level.

5. The Title I committee, made up of teachers, parents/community, and school staff, determines the effectiveness of the parent/family engagement plan and make changes to the needs assessment as warranted.
   a. The survey collects specific information on:
      1) The specific needs of parents/family members to assist with the learning of their children
   b. Effectiveness of Title I program and parent/family engagement strategies supporting school and family interactions
   c. Increasing the engagement of parents/families in activities encouraging student's growth.

6. The Needs Assessment data becomes part of the spring evaluation of the Title I Program and the Title I Plan. The data is distributed at the committee meetings. The district further analyzes the data annually at the district's spring review meeting planned for May 12, 2020, and Title I/Federal Programs/School Improvement Plan review on May 14, 2020.

5: Reservation of Funds

(If the district receives more than $500,000 in Title I allocation, then it must reserve 1 percent for parent and family engagement activities. A minimum of 90% of that 1% must go to the schools, with priority given to high-need schools. If the school is allocated a percentage of the 1 percent, describe/list how the school will share with parents the budget for parent and family engagement activities and programs and how parents will be involved in providing input into how the funds are used.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

The District reserves a minimum of 1% of the Title 1, Part A allocation for parent/family engagement, with 90% going to Title 1, Part A schools receiving $500,000 or more Title 1 funding.

A. The district determines the amount of the 1% set aside for each school in the district using parental input, staff, students, stakeholders, and needs assessment data.

B. 2019-2020 funds will provide for reasonable, necessary costs of parent/family engagement activities and nights, parenting resources, parent/family engagement staff salaries, and professional development, and supports schools with the highest needs.

C. The school uses parent/family engagement funds to support at least one of the five areas approved by law.
D. Federal Programs Coordinator oversees the allocation of funds and utilizes suggestions from parents/families engaged in the schools.

**6: Coordination of Services**

*(Describe/List how the district and/or school will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families.)*

**Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?**

The school has an active role for the participation of community and business leaders in improving students' achievement. It recognizes that community resources strengthen the school's programs, family practices, and student learning. The school coordinates with Federal programs like Title I and National School Lunch Act (NSLA).

A. The community promotes responsible money management and financial planning skills for senior students and provides information to families through the University of Arkansas Agricultural Extension Office "Get Real Here's the Deal". Contact people are Millie Collins, Cross County Extension Office, Sherry Breckenridge, District Parent Coordinator and Christine Williams, Career Coach. The program is a collaboration of local bank personnel, and 60 business and parent volunteers (October 24, 2019).

B. Other programs such as Senior Orientation Night, Financial Aid Night, and College Fair are collaborated with area colleges to share pertinent information with students and their families as they prepare for post-secondary education plans.

C. Activities are conducted with Project Based Learning and the community such as the EAST program and EAST Night Out hosted across the district annually.

D. The high school parents have the opportunity to participate in a PTSA organization that is a collaboration between the junior and senior high schools, parents and students. Shannon Hirons, PTSA President, conducts a membership drive annually. Sherry Breckenridge and Jill Nickerson are liaisons to the PTSA. PTSA leaders area included in decision making for the district.

E. High school students are regularly involved with community service projects such as the HOSA Blood Drive and School choir and Triple A sing in nursing homes. Youth Alive participates in a canned food drive. Fellowship of Christian Athletes holds Fields of Faith annually. These activities promote good citizenship, giving back to the community, and school programs.

F. Parents and community members have active roles in the Academies of Wynne High School such as the annual Student Conference, which is a collaboration with parents and the business and professional community. Guest speakers share information on career paths and real life skills needed in various careers. (April 1, 2020)

G. The high school has a mentoring program that collaborates with the community and business leaders to mentor students as mentors have lunch with students. The goal is for students to have relationships with adult role models while promoting positive character building and self-esteem (social skills) through the Making Opportunities Daily to Enrich Lives (M.O.D.E.L.) program facilitated by Sherry Breckenridge, District Parent Coordinator.
H. The New Start program hosts a Breakfast with the community monthly to promote positive interaction between students and community members.

I. HOSA, health occupation students and the Child Care Management classes participate in rotation with the hospital, clinics, and area daycare facilities to promote their career path programs.

The district provides a parent resource center open daily 8:00 a.m.-4:00 p.m. for parents as equal partners in education.

A. Parent/family members may view Title I Plans on the website, in the parent center, or media center.

B. A district parent coordinator is available and provides resources like student skill packets and check-out materials for parents to learn about child development, child-rearing practices, parent/guardian/family support, and to help parents work with their child to improve achievement in literacy, math, science, etc. Computers are available. Parents/families may seek assistance with social, emotional, and academic needs, and visit educational web sites.

C. The District Parent Center located at 1500 N. Lemons St. (phone 870-587-0350) promotes parent/family engagement.

D. Parent/Family Workshops for 2019-2020 are planned on topics such as How to Help Children at Home, Use and access of Department of Education website tools, and Grandparents as Parents on October 10, 2019.

E. The district parent center, and childcare programs promote and support responsible parenting, while other academic programs support workforce skills.

The Schoolwide Title I Plan/Title I program, is used by the School Improvement committee to develop the Title I Application which is comprehensive and coordinated.

Wynne High School recruits parent/family members to serve on its School Improvement Committee to develop the Title I Application.

7: Building Capacity of Parents

(Describe/List activities, such as workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings, and any equipment or other materials that may be necessary to support parents in helping their student’s academic success.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

School staff and district staff will provide parents information about national, state, and local education goals at parenting events such as the Annual Title I meeting, Transition Parent meetings scheduled for spring, 2020 and other parent/family nights.

The curriculum in use follows the State Academic Standards located on the Arkansas Department of Education's website at dese.ade.arkansas.gov/

Parents/families are provided with information and explanations on how student progress is measured and the achievement levels for students.
Assessments utilized by the high school to measure student achievement include: MAP testing for ninth and tenth graders, ACT Aspire 9-10, ACT for juniors, ASVAB military testing for seniors. Students in Advanced Placement classes take end of course tests. Tenth and eleventh graders may take the PSAT. ACT Aspire Interims are given to students four times per year. ELL students may take the ELPA 21 test. Therefore students are taking State and local academic assessments including alternate assessments.

Counselors will provide parent/family with ACT Aspire and ASVAB test results. Parents may contact counselors with questions or concerns.

Title I, Part A requirements are shared at the Annual Title I meeting (Sept. 10, 2019).

The high school literacy night, November 19, 2019, will provide information to parents and students regarding copyright piracy and plagiarism as a strategy for academic success.

Wynne High School plans and implements effective parent/family engagement activities to improve students' academic achievement and school performance with those of other relevant Federal, State, and Local programs.

A. Parent/family meetings, conferences, and activities are held regularly to build staff and parent capacity.

1) The district parent coordinator may provide parents/family with information to assist with student learning, share activities that support classroom instruction, demonstrate use and access of Arkansas Department of Education website tools such as the Parent/Family Engagement Toolkit at www.arkansased.gov, help with nutrition, meal planning and preparation, share developmentally appropriate activities for the home, and provide evidence based strategies for parent/family engagement through the parent center or workshops with outside speakers. A workshop for Grandparents as Parents 6-12 is on October 10, 2019, 9:00 a.m. at Wynne Junior High School Library.

B. The school conducts parent/family nights each semester to engage families in the education of their children and shares strategies for achievement at such nights.

1) The school hosts events such as Freshmen Orientation and Open House 10-12, Senior Orientation, math night, literacy night, and Science Night communicating the desire for parent/family support to increase student achievement. (see calendar for dates)

2) The school also encourages building communication between campuses and engages parents/families in smooth transitions from one school to the next by raising parents' awareness of procedures and relative information including expectations for students' achievement. School and district staff facilitates meetings. 8th-9th Grade Smart Core Meeting, January 13, 2020, 5:30 p.m., WHS Cafeteria, and January 16, 2020 10:00 a.m. WJHS.

Parents of high school students are partners with staff and are involved in the decisions affecting course selection at pre-registration meetings annually, career planning through guest speakers in classes and the annual Student Conference 2020, and preparation for postsecondary opportunities through parent nights such as Senior Orientation Night, Financial Aid Night, and College Fair Day which are collaborated with area colleges to share pertinent information that helps students and their families.

The high school's Parent and Family Engagement committee (Goal 1.1 A) created the Title I Parent and Family Engagement Plan to implement specific, measurable parent/family activities with expected outcomes as well as disseminate information to the community to promote parent/family engagement that reflects needs of students and families in Title I, Part A schools.
A. The school expects to increase student achievement through engagement in a high-quality curriculum and families' support.

B. It also indicates specific academic improvement needs of the school through programs and practices to enhance students' needs in math, literacy, and science and recognizes parents as full partners in students' education.

C. The high school will consider providing, upon request, any reasonable support for parent/family and community engagement to improve student achievement and promote using effective parent/family engagement strategies.

D. Parent nights are provided such as Math and Literacy Nights and EAST Night Out. Sign in, minutes, and agenda document such events.

E. In-home visits may be needed to disseminate information to parents/families who cannot participate in events.

The school provides materials and training to help parents work with their children to improve academic achievement, such as the academic standards, math/literacy training, software programs, and using technology to foster parent/family engagement.

A. The school ensures families have access to a fully functional parent center (Goal 2.2) and computers in school media center.

B. Math/literacy nights provide training to parents/families and/or supplemental materials to use at home in working with children. Families may receive training for use of online software for home use. Staff will also share strategies to support student's academic progress with parents at such nights. Students and family will participate in developmentally appropriate activities at such night also.

C. Math/literacy facilitators, may provide materials and training to parents/family.

D. Technology may be demonstrated at math/literacy/science nights or technology on Home Access Training (HAC).

E. Technical assistance is provided through professional development for staff such as Google Classroom, Eschool training, Triand training, and through a keyboarding class for all students. Parents are assisted with technology needs as requested. Parents may request additional helps from the District Parent Center also.

F. Adult literacy training for parents may be obtained through the Cross County Literacy Council, a community partner.

Partnering with teachers to support students' academic progress is accomplished at Parent-Teacher Conferences conducted twice yearly and through communication on HAC.

Professional community and business leaders may exhibit role play and demonstration of career paths at the Student Conference 2020 on April 1, 2020.

8: Building Capacity of School Staff

(Describe/List activities such as workshops, conferences, trainings, webinars, online resources, and Academic
Parent-Teacher Team meetings that will be used with school staff to build their capacity to work with parents as equal partners. Describe/List methods of parents’ assistance for building staff capacity. Describe/List actions the school will take to provide other reasonable support for parent and family engagement activities.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

The district will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent engagement.

Administrators observe parent/family engagement in the high school and provide opportunities for parenting staff to engage with programs of other schools and share information on best practices for parent/family engagement. Parent/family engagement staff attend Parent Conference annually.

A. Staff interacts with families and utilizes model approaches gained through networking with other schools to improve parent/family engagement.

B. A welcoming atmosphere is provided and staff ensures there are no barriers to parent/family engagement. Interactions with parents'/families are encouraged and suggestions are considered.

The high school enhances the awareness and skills of its teachers, support personnel, school leaders, and staff in reaching out to, communicating, and working with parent/family members as equal partners, recognizing the value of their contributions to the school.

A. Involves parents/families in the development of parent/family engagement staff training to improve its effectiveness

    1) Professional Development on Parent/Family Engagement is embedded and scheduled on mandated years.

    2) Staff professional development takes place in Advisory and Academy meetings regularly as well as PLC's (Professional Learning Communities).

B. Meets all requirements for professional development identified in Arkansas Department of Education Rules.

C. Staff Development is the responsibility of school administrators with assistance in parent/family engagement training from the school's parent facilitator and district parent coordinator.

D. Math and Literacy Facilitators are available to work with parents to promote students’ academic success.

E. The Media Center's parent/family area has literature for parents to check out. Sandra Jones, Librarian, and the parent facilitator are responsible for this area.

F. Building capacity of the school in effective parent/family/community engagement activities to improve student achievement and school performance includes roles and consultation with employers, and business leaders as well as parent/family members.
G. Marzano's High Reliability Schools and the Choose Love Character Education program are being utilized in staff training for 2019-2020.

The school sends home information in a language and form that parents/families can understand to the extent possible.

A. To provide the best academic success for students and to work with parents/families, parenting staff may provide a Family Information Guide, Title I Plan/Compact, etc., in other languages as needed for students in the English Language Learner program. Translators may help with conferences/enrollment. Staff may collaborate with Marjorie Crawford, English Language Learner Coordinator. For 2019-2020 parent engagement staff have been introduced to TransACT Parent Notices and will begin using the program.

The high school has involved parents in the process of school review and improvement under the Every Student Succeeds Act (ESSA). Staff regularly engage parents/family on the School Community Council and Title I Parent and Family Engagement Committee in the process of evaluation of programs. Parent/family and community members are partners in the decision-making processes.

A. School reviews for Title I programs are in the fall (September 11, 2019, 5:00 p.m.) and spring (March 12, 2019, 5:00 p.m.).

B. District level Reviews are on September 12, 2019; December 12, 2019; May 12, 2020; and May 14, 2020.

To recognize parents as full partners the school handbook includes the process for resolving parental concerns.

An overarching goal of Wynne High School is to build ties between home and school recognizing that parents are important in students’ academic success as evidenced by its Title I Plan, programs, and students’ achievement.

Requests for parent and family engagement activities are encouraged and the administration responds in a timely manner.

**9: Building Capacity - Discretionary**

(The school parent and family engagement policy/plan may include additional sections describing other discretionary activities that the school, in meaningful consultation with its parents, chooses to undertake to build capacity.)

**Did the School and Parents choose to include any Discretionary (Optional) Components in the School Parent and Family Engagement Plan?**

(See complete Arkansas Guide for School Parent and Family Engagement Plan for references)

**District Feedback:**

<table>
<thead>
<tr>
<th>Attention: Changes Needed!</th>
<th>In Compliance</th>
<th>Comments</th>
<th>Date of Feedback</th>
</tr>
</thead>
</table>

27
| 1: Jointly Developed: | ☒ | 8/30/2019 |
| 2: Annual Title I Meeting: | ☒ | 8/30/2019 |
| 3: Communications: | ☒ | 8/30/2019 |
| 4: School-Parent Compact: | ☒ | 8/30/2019 |
| 5: Reservation of Funds: | ☒ | 8/30/2019 |
| 6: Coordination of Services: | ☒ | 8/30/2019 |
| 7: Building Capacity of Parents: | ☒ | 8/30/2019 |
| 8: Building Capacity of School Staff: | ☒ | 8/30/2019 |
| 9: Building Capacity - Discretionary: | ☒ | 8/30/2019 |

**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.
District Calendar of Events 2019-2020 - WPS, WIS, WJHS, WHS

Aug. 1, 2019  Kindergarten Parent Orientation  12:15-1:00 p.m.  WPS cafeteria
Aug. 2, 2019  Class Rosters posted K-5  5:00 p.m.  WPS & WIS
Aug. 3, 2019  Stuff the Buss School Supply Drive  8:30-3:30 p.m.  Walmart
Aug. 5, 2019  District Staff Dev.  8:30 a.m.  WHS auditorium
Aug. 7, 2019  WPS/WIS Back to School – Meet the Teacher Night  4:30-6:30 p.m.  WPS and WIS
Aug. 8, 2019  WHS Freshmen Orientation/Open House 10-12  6:00-7:30 p.m.  WHS auditorium
Aug. 8, 2019  WJHS Orientation  5:00-7:00 p.m.  WJHS gym
Aug. 14, 2019  School Starts  7:55 a.m.
Aug. 20, 2019  New Student Orientation WIS  11:12:30 a.m.  WIS
Aug. 21, 2019  New Student Luncheon WHS  11:00 & 11:30 a.m.  WHS Conf. Rm.
Aug. 26, 2019  Girl Scout Sign up  TBA  WPS cafeteria
Aug. 29, 2019  New Student Luncheon WJHS  11:00 & 12:00 p.m.  WJHS Library
Sept. 02, 2019  Labor Day-No School
Sept. 03, 2019  Family Information Guides/Compacts on line K-12  District Wide
Sept. 5, 2019  Volunteer Orientation/Training K-12  8:30-9:30 a.m.  WPS Cafeteria
Sept. 5, 2019  WJHS Title I Plan Fall Review  4:00 p.m.  WJHS Library
Sept. 6, 2019  Parent, Family Engagement Conference all day  Little Rock
Sept. 09, 2019  PTSA Meeting  5:00 p.m.  WHS Conf. Room
Sept. 09, 2019  ASU/ABC Parent Workshop-Kindergarten Readiness  5:00-6:00 p.m.  WPS cafeteria
Sept. 09, 2019  WCEC Parent Workshop-Kindergarten Readiness  2:45-3:45 p.m.  WCEC
Sept. 10, 2019  AR Early Learning Head Start-Kindergarten Readiness  2:45-3:45 p.m.  AR Early Learning
Sept. 10, 2019  WIS Title I Fall Review  1:00 p.m.  WIS
Sept. 10, 2019  WHS Annual Title I Meeting/Sr. Orientation Night  5:00-6:30 p.m.  WHS Auditorium
Sept. 10, 2019  WPS/WIS PTA meeting  5:00 p.m.  WPS cafeteria
Sept. 11, 2019  WPS Community Council/Title I Plan Review  12:30-1:30 p.m.  Coaches Room
Sept. 11, 2019  WHS Title I Plan Fall Review  5:00 p.m.  WHS Conf. Room
Sept. 12, 2019  District Title I Fall Review  9:00-10:00 a.m.  Admin. Services
Sept. 12, 2019  WIS Internet Safety Assemblies  TBA  WIS cafeteria
Sept. 17, 2019  Boy Scout Sign Up  6:30-7:30 p.m.  WIS cafeteria
Sept. 18, 2019  SPARC Clubs @ WIS  2:30-6:00 p.m.
Sept. 19, 2019  WIS Annual Title I Meeting/WIS Math/Literacy Night  5:00-6:30 p.m.  WIS cafeteria
Sept. 24, 2019  WJHS Internet Safety Assemblies  12:30 p.m.  WJHS gym
Sept. 26, 2019  WPS Annual Title I Meeting/Math & Literacy Night  5:30-7:00 p.m.  WPS cafeteria
Oct. 01, 2019  Flu Clinic WIS and WHS  8:30 a.m. /1:00 p.m.  WIS gym/WHS gym
Oct. 01, 2019  WHS Financial Aid Night  5:30 p.m.  WHS library
Oct. 01, 2019  Parents’ Advisory Council (PAC) meeting  5:00 p.m.  WHS library
Oct. 03, 2019  Flu Clinic WPS and WJHS  8:30 a.m. /1:00 p.m.  WPS gym/WJHS gym
Oct. 08, 2019  Grandparents’ & Special Friends Breakfast 3rd Grade  7:15-8:00 a.m.  WIS
Oct. 08, 2019  Workshop Grandparents as Parents K-5  8:00 a.m.  WIS Library
Oct. 09, 2019  Grandparents’ & Special Friends Breakfast K  7:15-8:00 a.m.  WPS cafeteria
Oct. 09, 2019  Fields of Faith  6:30 p.m.  WHS Football Field
Oct. 10, 2019  Workshop Grandparents as Parents 6-12  9:00 a.m.  WJHS Library
Oct. 11, 2019  Homecoming Pep Rallies/Homecoming (Valley View)  TBA  WJHS, WHS
Oct. 14, 2019  Staff Development Day
Oct. 15, 2019  Grandparents’ & Special Friends Breakfast 4th Grade  7:15-8:00 a.m.  WIS
Oct. 16, 2019  College Fair Day  9:00-12:00 p.m.  Bldg. 4 Gym
Oct. 16, 2019  Grandparents’ & Special Friends Breakfast 1st grade  7:15-8:00 a.m.  WPS
Oct. 16, 2019  SPARC Clubs  2:00-3:00 p.m.
Oct. 21, 2019  Report to Patrons  6:00-7:00 p.m.  Board Room
Oct. 21, 2019  WPS Parent Teacher Conferences  3:00-7:30 p.m.  WPS
Oct. 21, 2019  WJHS Parent Teacher Conferences  3:00-7:30 p.m.  WJHS
Oct. 22, 2019  Grandparents’ & Special Friends Breakfast 5th Grade  7:15-8:00 a.m.  WIS
Oct. 22, 2019  WIS Parent Teacher Conferences  3:00-7:30 p.m.  WIS
Oct. 22, 2019  WHS Parent Teacher Conferences  3:00-7:30 p.m.  WHS
Oct. 23, 2019  Grandparents’ & Special Friends Breakfast 2nd Grade  7:15-8:00 a.m.  WPS
Oct. 24, 2019  Get Real Here’s the Deal Seniors  9:15-1:40 p.m.  WHS
Oct. 28, 2019  WJHS Annual TI Meeting/Math and Literacy Night  5:30-7:00 p.m.  WJHS
Nov. 07, 2019  WIS Spelling Bee  9:00 a.m.  WIS Cafeteria
Nov. 07, 2019  WPS/WIS PTA meeting  5:00 p.m.  WIS library
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 07, 2019</td>
<td>WIS/WHHS Internet Safety Parent Night</td>
<td>6:00 p.m.</td>
</tr>
<tr>
<td>Nov. 11, 2019</td>
<td>ASU/ABC Parent Workshop-Reading</td>
<td>5:00-6:00 p.m.</td>
</tr>
<tr>
<td>Nov. 11, 2019</td>
<td>Wynne Community Enlightenment -Reading</td>
<td>2:45-3:45 p.m.</td>
</tr>
<tr>
<td>Nov. 12, 2019</td>
<td>AR Early Learning Parent Workshop – Reading</td>
<td>10:00 a.m.</td>
</tr>
<tr>
<td>Nov. 13, 2019</td>
<td>SPARC Clubs @ WIS</td>
<td>2-3:00 p.m.</td>
</tr>
<tr>
<td>Nov. 19, 2019</td>
<td>WIS Literacy Night</td>
<td>6:00-7:00 p.m.</td>
</tr>
<tr>
<td>Nov. 27-29, 2019</td>
<td>Thanksgiving Break</td>
<td>WIS Library</td>
</tr>
<tr>
<td>Dec. 2019</td>
<td>Dental Clinic K-3</td>
<td>8:30-3:00 p.m.</td>
</tr>
<tr>
<td>Dec. 10-13, 2019</td>
<td>WPS NWEA MAP Testing</td>
<td>WPS Downtown</td>
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<tr>
<td>Dec. 11, 2019</td>
<td>SPARC Clubs</td>
<td>2-3:00 p.m.</td>
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<tr>
<td>Dec. 12, 2019</td>
<td>Dist. TI Parent &amp; Family Engagement Mid-Year</td>
<td>9:00-10:00 a.m.</td>
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<tr>
<td>Dec. 20, 2019</td>
<td>Christmas Vacation Begins End of Day</td>
<td>Admin. Services</td>
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<tr>
<td>Jan. 06, 2020</td>
<td>Staff Development Day</td>
<td></td>
</tr>
<tr>
<td>Jan. 07, 2020</td>
<td>School Reopens after Christmas Break</td>
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<tr>
<td>Jan. 13, 2020</td>
<td>8th Grade Pre-Registration Parent Meeting</td>
<td>5:30 p.m.</td>
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<tr>
<td>Jan. 13, 2020</td>
<td>WIS Parent Teacher Conferences</td>
<td>3:00-7:30 p.m.</td>
</tr>
<tr>
<td>Jan. 13, 2020</td>
<td>WIS Parent Teacher Conferences</td>
<td>3:00-7:30 p.m.</td>
</tr>
<tr>
<td>Jan. 14, 2020</td>
<td>WJHS Parent Teacher Conferences</td>
<td>3:00-7:30 p.m.</td>
</tr>
<tr>
<td>Jan. 14, 2020</td>
<td>WPS Parent Teacher Conferences</td>
<td>3:00-7:30 p.m.</td>
</tr>
<tr>
<td>Jan. 15, 2020</td>
<td>SPARC Clubs</td>
<td>2-3:00 p.m.</td>
</tr>
<tr>
<td>Jan. 16, 2020</td>
<td>8th Grade Smart Core Pre-Registration-Students</td>
<td>10:00 a.m.</td>
</tr>
<tr>
<td>Jan. 20, 2020</td>
<td>Martin Luther King Day</td>
<td></td>
</tr>
<tr>
<td>Jan. 21, 2020</td>
<td>6th Grade Pre-Registration Parent Meeting</td>
<td>9:15 a.m.</td>
</tr>
<tr>
<td>Jan. 21, 2020</td>
<td>7th Grade Pre-Registration Parent Meeting</td>
<td>10:15 a.m.</td>
</tr>
<tr>
<td>Jan. 21, 2020</td>
<td>PTSA Meeting</td>
<td>5:00 p.m.</td>
</tr>
<tr>
<td>Jan. 29, 2020</td>
<td>5th grade Pre-Registration Parent Meeting</td>
<td>8:30 &amp; 9:30 a.m.</td>
</tr>
<tr>
<td>Jan. 30, 2020</td>
<td>PAC meeting</td>
<td>5:00 p.m.</td>
</tr>
<tr>
<td>Jan. 30, 2020</td>
<td>WIS Math/Literacy Night</td>
<td>5:30 p.m.</td>
</tr>
<tr>
<td>Jan. 31, 2020</td>
<td>World Read Aloud Day WIS</td>
<td></td>
</tr>
<tr>
<td>Feb. 04, 2020</td>
<td>WJHS College-Career Day</td>
<td>6:00 p.m.</td>
</tr>
<tr>
<td>Feb. 04, 2020</td>
<td>WPS/WIS PTA</td>
<td>5:00 p.m.</td>
</tr>
<tr>
<td>Feb. 4-6, 2020</td>
<td>WPS Farm to you</td>
<td>8:30-3:00 p.m.</td>
</tr>
<tr>
<td>Feb. 18, 2020</td>
<td>PTA Spaghetti Supper</td>
<td>5:70 p.m.</td>
</tr>
<tr>
<td>Feb. 19, 2020</td>
<td>SPARC Clubs</td>
<td>2-3:00 p.m.</td>
</tr>
<tr>
<td>Feb. 24, 2020</td>
<td>ASU/ABC Kindergarten Registration Parent Meeting</td>
<td>5:00-6:00 p.m.</td>
</tr>
<tr>
<td>Feb. 24, 2020</td>
<td>Wynne Community Enlightenment Kind. Registration</td>
<td>2:45-3:45 p.m.</td>
</tr>
<tr>
<td>Feb. 25, 2020</td>
<td>AR Early Learning Kindergarten Registration meeting</td>
<td>2:45-3:45 p.m.</td>
</tr>
<tr>
<td>Feb. 27, 2020</td>
<td>WPS Family Night</td>
<td>5:30-6:30 p.m.</td>
</tr>
<tr>
<td>Mar. 2-6, 2020</td>
<td>Dr. Seuss Read Aloud Day</td>
<td>TBA</td>
</tr>
<tr>
<td>Mar. 3, 2020</td>
<td>WIS Math Night</td>
<td>6:00-7:00 p.m.</td>
</tr>
<tr>
<td>Mar. 10-12, 2020</td>
<td>Kindergarten Registration</td>
<td>8:30-3:30 p.m.</td>
</tr>
<tr>
<td>Mar. 6, 2020</td>
<td>APCA Parent Family Engagement Conference</td>
<td>All Day</td>
</tr>
<tr>
<td>Mar. 10, 2020</td>
<td>WIS Title I Spring Review</td>
<td>1:00-2:00 p.m.</td>
</tr>
<tr>
<td>Mar. 12, 2020</td>
<td>WJHS Title I Spring Review</td>
<td>4:00 p.m.</td>
</tr>
<tr>
<td>Mar. 12, 2020</td>
<td>WIS Title I Spring Review</td>
<td>5:00 p.m.</td>
</tr>
<tr>
<td>Mar. 12, 2019</td>
<td>PTSA meeting</td>
<td>4:30 p.m.</td>
</tr>
<tr>
<td>Mar. 13, 2020</td>
<td>WPS Title I Spring Review</td>
<td>12:30 p.m.</td>
</tr>
<tr>
<td>Mar. 18, 2019</td>
<td>SPARC Clubs</td>
<td>2-3:00 p.m.</td>
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<tr>
<td>Mar. 23-27, 2020</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>Apr. 01, 2020</td>
<td>WHS Student Conferences 2020</td>
<td>all day</td>
</tr>
<tr>
<td>Apr. 6-9, 2020</td>
<td>WPS NWEA MAP Testing</td>
<td></td>
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<tr>
<td>Apr. 09, 2020</td>
<td>Parents’ Advisory Council meeting</td>
<td>4:30 p.m.</td>
</tr>
<tr>
<td>Apr. 10, 2020</td>
<td>Good Friday-No school</td>
<td></td>
</tr>
<tr>
<td>Apr. 22, 2020</td>
<td>SPARC Clubs</td>
<td>2-3:00 p.m.</td>
</tr>
<tr>
<td>Apr. 24, 2020</td>
<td>WHS Sr. Reveal Day</td>
<td>10:30 a.m.</td>
</tr>
<tr>
<td>Apr. 27, 2020</td>
<td>Scholarship Banquet</td>
<td></td>
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<tr>
<td>Apr. 27, 2020</td>
<td>Military Oath Enlistment Ceremony</td>
<td>11:30 a.m.</td>
</tr>
<tr>
<td>Apr. 28, 2020</td>
<td>Academic Signing Day WHS</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>EAST Night Out</td>
<td>TBA</td>
</tr>
<tr>
<td>May, 2020</td>
<td>2nd to 3rd Grade Parent Orientation</td>
<td>6:00-7:00 p.m.</td>
</tr>
<tr>
<td>May 05, 2020</td>
<td>PTSA meeting</td>
<td>5:00 p.m.</td>
</tr>
<tr>
<td>May 07, 2020</td>
<td>PTA meeting</td>
<td>5:00 p.m.</td>
</tr>
<tr>
<td>May 08, 2020</td>
<td>Graduation for seniors</td>
<td></td>
</tr>
<tr>
<td>May 12, 2020</td>
<td>District Title I Spring Meeting</td>
<td>9:00-10:30 a.m.</td>
</tr>
<tr>
<td>May 14, 2020</td>
<td>District Title I Program/Federal Program Review</td>
<td></td>
</tr>
<tr>
<td>May 22, 2020</td>
<td>Student’s last day</td>
<td></td>
</tr>
</tbody>
</table>

April 6-May 8, 2020 – Testing Window for ACT Aspire Assessments Grades 3-10
THE WYNNE DISTRICT PARENT CENTER
1500 Lemons Street
(Modular building north of the Primary School)

District Parent Coordinator: Sherry Breckenridge, sbreckenridge@wynneschools.org  870-587-0350

Parents are a child’s first teacher. We are dedicated to providing assistance in any way we can. The Parent Center is located on the Wynne Primary campus. We have many resources:

- The Parent Center tab on the Wynne School District Website has valuable information and resources for parents.
- Computer is available for parent use from 8:00 – 3:15 Monday – Friday
- Brochures on parenting, homework, and helping your child to become a better reader.
- Workshops to benefit parents and provide information to help their child succeed in school.
- FROG FAMILY FUN PACKS – Math and Language arts skill packs for students in grades K –

6. Available for check-out!

- Take-home student skill packets available for academic skills and subjects for extra practice.
- Help navigating social services for educational purposes.
- Parenting DVD’s.
- Books available for check-out.

EDUCATIONAL WEBSITES

- http://wynne.k12.ar.us/
- www.rif.org
- www.parentalguide.org
- www.ed.gov

Homework help websites:

- www.factmonster.com
- www.pbs.org/kids/
- Zearn.org
- Kahn Academy
- Reflex Math
- www.engageny
- AR Reading
- Dreambox
- Lexia

Free Databases

- ABC-CLIO
  o Login/Password: wynnehs
- Brittanica
  o Login user name : wynnehs
  o Password: learn
- E-Books
  o Password: yellowjackets
- World Book
  o Login: natural
  o Password: state
- Destiny
  o Login: student user name
  o Password: destiny

Parents are welcome at the District Parent Center; materials are also available in the media center on each campus in the district. Call ahead for Media Center hours.
RESOLVING PARENTAL CONCERNS

It is a goal of the Board and the District to be responsive to the community it serves and to continuously improve the educational program offered in its schools. The Board or the District welcomes constructive criticism when it is offered with the intent of improving the quality of the system’s educational program or the delivery of the District’s services.

The Board formulates and adopts policies to achieve the District’s vision and elects a Superintendent to implement its policies. The administrative functions of the District are delegated to the Superintendent who is responsible for the effective administration and supervision of the District. Individuals with complaints concerning personnel, curriculum, discipline (including specific discipline policies), coaching, or the day-to-day management of the school need to address those complaints according to the following sequence:

1. **Teacher, coach, or other staff member against whom the complaint is directed**
2. **Principal**
3. **Superintendent**

Other than, in the few instances where statutorily allowed or required, student discipline and personnel matters may not be discussed in Board meetings. Individuals with complaints regarding such matters need to follow the sequence outlined above.

Unless authorized by the Board as a whole for a specific purpose, no individual Board member has any authority when acting alone. District constituents are reminded that the Board serves as jury in matters regarding student suspensions initiated by the Superintendent, expulsions, and personnel discipline.

**Policy Code: 6.07**

WHEN IS A CONFERENCE NEEDED?

Most Parent-Teacher conferences are scheduled by the teacher or school at regularly scheduled times. However, as a parent, you should feel free to schedule a conference anytime you feel one is needed. If you feel that there is a need to get together with your child’s teacher you may schedule a face to face conference or contact the teacher by telephone, written letter, or email.

**Teacher Conference Times by block:**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Room</th>
<th>A Day</th>
<th>B Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrews, Jane</td>
<td>305-306</td>
<td>1st</td>
<td>4th</td>
</tr>
<tr>
<td>Bailey, Barbara</td>
<td>122</td>
<td>call</td>
<td>call</td>
</tr>
<tr>
<td>Bailey, Shannon</td>
<td>209</td>
<td>3rd</td>
<td>2nd</td>
</tr>
<tr>
<td>Benderman, Angela</td>
<td>Art</td>
<td>4th</td>
<td>4th</td>
</tr>
<tr>
<td>Brawner, Connie</td>
<td>129</td>
<td>call</td>
<td>call</td>
</tr>
<tr>
<td>Busby, Ashley</td>
<td>207</td>
<td>3rd</td>
<td>3rd</td>
</tr>
<tr>
<td>Chambers, Lisa</td>
<td>107</td>
<td>4th</td>
<td>4th</td>
</tr>
<tr>
<td>Crawford, Marjorie</td>
<td>202</td>
<td>1st</td>
<td>1st</td>
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<tr>
<td>Davis, Chris</td>
<td>408</td>
<td>2nd</td>
<td>2nd</td>
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<tr>
<td>Davis, Hillmon</td>
<td>114</td>
<td>2nd</td>
<td>2nd</td>
</tr>
<tr>
<td>Dugan, Luanne</td>
<td>110</td>
<td>1st</td>
<td>4th</td>
</tr>
<tr>
<td>Earls, Jenna</td>
<td>116</td>
<td>4th</td>
<td>4th</td>
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<table>
<thead>
<tr>
<th>Teacher</th>
<th>Room</th>
<th>A Day</th>
<th>B Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goins, Adam</td>
<td>138</td>
<td>1st</td>
<td>1st</td>
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<tr>
<td>Harris, Bobby</td>
<td>119</td>
<td>4th</td>
<td>4th</td>
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<tr>
<td>Harvey, Jerry</td>
<td>130</td>
<td>call</td>
<td>n/a</td>
</tr>
<tr>
<td>Hawkins, Tim</td>
<td>GYM/210</td>
<td>3rd</td>
<td>3rd</td>
</tr>
<tr>
<td>Hendrix, Eddie</td>
<td>115</td>
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<td>3rd</td>
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<tr>
<td>Teacher</td>
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<td>A Day</td>
<td>B Day</td>
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</tbody>
</table>

**SCHOOL CONTACTS**

**MAIN OFFICE** 238-5070 #1 Ext. 0223
**ATTENDANCE** #2 Ext. 0233
**COUNSELORS FRESHMAN** Ext. 0228,
**STEM** Ext. 0227, **BCH2** Ext. 0226

**NURSE EXT. 0229**
**LIBRARY EXT. 0246**
**PARENT COORDINATOR** (870)-587-0350

*eNOTES WILL BE USED FOR EMERGENCY MESSAGES.*
This is connected through your HAC account
(the online gradebook for your student).

Please update all phone numbers and email addresses.
WHS ATTENDANCE POLICY—ATTENDANCE 238-5070 #2

Each day at school is very important to the total education of the student. Teachers are teaching and students should be in class learning and benefiting from class discussion.

It is absolutely essential that the parent and the student take individual responsibility for attendance at school. The parent must be aware of the attendance regulations and bear the responsibility so long as his or her child is enrolled as a student in the Wynne School District.

It is necessary to emphasize that absence days are designed for personal illness, serious personal or family problems, urgent family business, or for a professional appointment, which cannot be scheduled after school hours. It is also necessary to point out that truancy, cutting classes, and leaving without permission are among the reasons for which the students may be suspended since these actions disrupt the day-to-day learning experience.

The following regulations are provided to avoid misunderstandings and disruptions concerning attendance:

The parents or guardian will be given notice by telephonic contact or regular mail on the THIRD and SIXTH UNEXCUSED absences. At this conference, an oral explanation of the Wynne School District Attendance Policy will be given, with the opportunity for parents to express any explanation for the student’s current attendance record. Failure of the parent to comply with request for this conference will not in any way nullify or alter remaining compliance and enforcement of this policy.

The following regulations are provided to avoid misunderstandings and disruptions concerning attendance:

- The law provides that excessive absences may be a mandatory basis for denial of promotion or graduation
- Wynne School District considers six (6) unexcused absences in any course to be excessive

When a student has more than six (6) absences, the Attendance Committee will meet and consider the reasons for the absences and determine whether the student will receive credit in the class in which he has more than eight (8) unexcused absences.

NOTES FOR ALL ABSENCES ARE TO BE PRESENTED TO THE OFFICE BY 7:55 upon returning to school in order to be considered.

When it is determined that a student will not receive credit in a class for the semester, the student will remain in the class and do all of the work that is expected of the other students. When children of 14 years or older are no longer in school, the Department of Finance and Administration will be notified and the student’s license will be suspended unless a hearing is requested within 30 days of the notice.

Law states that whenever a student has excessive absences, as provided by district policies, the district shall notify the city attorney who shall file an action in the appropriate court to impose civil penalty set forth in section D of Act 473. According to State Law, parents have the responsibility to enroll and send their custodial children ages 5-17 to a public, private, or parochial school or provide a home school for the child.

BEFORE AND DURING AN ABSENCE

If the principal’s office has not been notified in advance, then during the morning of the absence, the parent or guardian should inform the principal’s office of the reason for the absence by calling 870-587-0233.

FOR FURTHER INFORMATION RELATING TO THE ATTENDANCE POLICIES, PLEASE REFER TO THE HANDBOOK.
CHECK-IN AND CHECK-OUT PROCEDURES

All students, regardless of age or marital status, are to check-in and check-out through the assistant principal’s office when arriving late or leaving early during the school day.

A student in attendance during the school day will not be permitted to leave school unless he/she has a valid reason. Only the assistant principal or principal may give a student permission to leave after they are authorized to do so by the parent or guardian.

STUDENTS MAY NOT CHECK OUT DURING ENRICHMENT PERIOD OR FOR LUNCH. ALSO, NO DELIVERIES OF FOOD MAY BE MADE TO THE CAMPUS FOR A STUDENT.

VISITOR PROCEDURES

All visitors to the building and persons wishing to talk with a student regardless of the reason must go to the principal’s office for permission before proceeding. Wynne operates under a closed campus rule; consequently, no visitors will be allowed to attend class with any student unless approved by the building principal.

TRANSPORTATION:

Deliveries & Pick-Up

Car Riders: Parents may drop-off and pick up in front of Building IV, the superintendent’s office, or the flagpoles by the main entrance of Building I. Early pick-ups are allowed only through Building IV Office.

Bus Riders: WHS Auditorium is where all students will be dropped off/picked up by the busses.

Student Drivers: Licensed drivers are to follow the rules as stated in the handbook.

NOTE: change of plans concerning any of the above requires a written note of change to be turned into the Building IV office before 8 a.m.

Student Transportation Plan

To ensure the safety of students, parents will complete a transportation plan for their child that will be followed every day. If a situation arises in which a student cannot follow the afternoon transportation plan, the parent/guardian must arrange for someone to pick up the child as a car rider. In this situation, the parent/guardian should call the school before 2:00 PM to let school personnel know who will be picking up the student. No daily bus changes will be allowed. Permanent bus changes may be made by the parent or guardian coming to the transportation department at 1300 N. Falls Blvd. to complete and sign a new transportation form. There should be no more than one (1) destination for the morning and afternoon.
The option of test exemption. WHS will allow students to claim exemption from their Semester exam, the student’s semester grade will not be lower than his/her grade prior to taking the examination.

All students who are exempt are encouraged to take their exams. If the student is exempt and he/she chooses to take the exam, the student’s semester grade will not be lower than his/her grade prior to taking the examination.

### Testing and Exemption Policy

The purpose of the Semester Test Exemption policy is to encourage good class attendance, not to punish poor attendance. Although there is value in preparing for and taking comprehensive exams, there is no substitute for students being present for classroom instruction and activities. Semester exams are a part of every class. The reward for good class attendance gives some students the option of test exemption. WHS will allow students to claim exemption from their Semester examinations. In order to be eligible for an exemption, the student must meet the guidelines based on the number of absences a student accrues during the semester, the course average, and conduct in school. To claim an exemption the student must meet the following guidelines:

1. has a grade of “a” with no more than four absences; or has a grade of “b” with no more than three absences;
2. has all major assignments completed and turned into their teacher;
3. has paid all school fees;
4. has no suspensions out of or in school, or no more than ten detentions a semester;
5. has no referrals to the assistant principal or principal’s office during the semester of exemption.

All students who are exempt are encouraged to take their exams. If the student is exempt and he/she chooses to take the exam, the student's semester grade will not be lower than his/her grade prior to taking the examination.
### Grading Scale for 9th – 12th Grades

<table>
<thead>
<tr>
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<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
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<tr>
<td>D</td>
<td>60 – 69</td>
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<tr>
<td>F</td>
<td>59 and Below</td>
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### Exams & Testing Schedule

**2019-2020 Testing Schedule**

<table>
<thead>
<tr>
<th>Examination</th>
<th>Test Date</th>
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<tbody>
<tr>
<td>ACT Test</td>
<td>September 14, 2019 (Saturday)</td>
</tr>
<tr>
<td>PSAT/NMSQT</td>
<td></td>
</tr>
<tr>
<td>• Select 10th/11th graders</td>
<td>October 16, 2019 (Wednesday)</td>
</tr>
<tr>
<td>ACT Test</td>
<td>October 26, 2019 (Saturday)</td>
</tr>
<tr>
<td>ACT Test</td>
<td>December 14, 2019 (Saturday)</td>
</tr>
<tr>
<td>ACT Test for all Juniors</td>
<td>February 8, 2020 (Saturday)</td>
</tr>
<tr>
<td>Armed Services Vocational Aptitude Battery (ASVAB)</td>
<td>First Week of December (TBA)</td>
</tr>
<tr>
<td>• All Seniors</td>
<td></td>
</tr>
<tr>
<td>ACT Test</td>
<td>March 10, 2020 (Tuesday)</td>
</tr>
<tr>
<td>ACT Aspire 9th grade</td>
<td>April 4, 2020 (Saturday)</td>
</tr>
<tr>
<td>ACT Aspire 10th grade</td>
<td>Given at the end of April (TBA)</td>
</tr>
<tr>
<td>AP US Government</td>
<td>May 4, 2020 (Monday)</td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td>May 5, 2020 (Tuesday)</td>
</tr>
<tr>
<td>AP English Lit and Composition</td>
<td>May 6, 2020 (Wednesday)</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>May 7, 2020 (Thursday)</td>
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<tr>
<td>AP U.S. History</td>
<td>May 8, 2020 (Friday)</td>
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<tr>
<td>AP Biology</td>
<td>May 11, 2020 (Monday)</td>
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<tr>
<td>AP English Language and Composition</td>
<td>May 13, 2020 (Wednesday)</td>
</tr>
<tr>
<td>AP World History</td>
<td>May 14, 2020 (Thursday)</td>
</tr>
<tr>
<td>ACT Test</td>
<td>June 13, 2020 (Saturday)</td>
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</table>
School Closings and Inclement Weather information announcements: KWYN (AM 1400); check wynneschools.org; Channel 8 KAIT & Channel 3 WREG.

ACT 706 - Use of Wireless Communications Devices in Vehicles (Texting and Use of Social Media)

ACT 706 (SB 374) increases the penalties for using a wireless telecommunications device while operating a motor vehicle and creates an enhanced penalty if it is determined that a person was involved in a collision or accident while using a wireless telecommunications device. This refers to what some know as “Paul’s Law.” A person may be fined $250 for a first offense of accessing, reading or posting to a social networking site, email, or texting. Subsequent violations are punishable by a fine of not more than $500. Standard fines may be doubled if a person is involved in a collision or accident while violating this law in addition to any other sentence imposed.

(Act 37 Of 2011) A driver of a motor vehicle shall not use a handheld wireless telephone while operating a motor vehicle when passing a school building or a school zone during school hours when children are present and outside the building. A driver of a motor vehicle who is passing a school building or a school zone during school hours when children are present and outside the building may use a handheld wireless telephone while operating a motor vehicle for an emergency purpose. The section does not apply to law enforcement officers.
Note from School Nurse
The Wynne school district has 5 RNs covering all campuses. Ashley Duncan (District 5030), Pam Andrews (Primary 5050), Lindsay Marotti (Intermediate 5060), Rebecca Strasser (Jr. High 5040), Jessie Bouland (High School 5070), and Erin Oquin who is an aide that helps provide coverage at all buildings. All our nurses come from varied backgrounds and experiences but our number one goal is to take care of your children.

The nurse’s job is a very important one. She takes temperatures, dispenses medicine, and administers first aid to each child that enters her office. She also gives hearing, vision, BMI, and scoliosis screenings throughout the year. She is a friendly face that your child can trust and feel comfortable discussing any problems with. They are there to help you and your child have a safe, healthy, fun year.

The nurse may not contact you every time your child is seen. They will only contact you when they feel it is necessary by using their nursing judgment. However, they will ask you to come pick up your child for several things: fever greater than 100 degrees, true vomiting, diarrhea times 3, and injuries that need further evaluation. They ask that you please not send your child to school if they have had fever greater than 100 degrees in the last 24 hours without medicine, or if they have vomiting or diarrhea. If your child gets injured at home and needs medical attention please do not wait for the nurse at school to take care of it.

If your child takes daily medication that is prescribed to be administered during school hours the nurse will be glad to give it when all paper work has been received. A parent/guardian must bring all medication to the nurse, no medication can be brought by student. If you child takes morning medication it is better to give it at home prior to coming to school, this helps your child have a better start to their day. Only antibiotics that are to be given four (4) times a day will be given at school all others can be given at home. All medication must be in original container with prescription label. The first dose of medication will not be administered at school.

If your child has an allergy, asthma, seizures, or other medical problems all paperwork with an action plan and all emergent medication needs to be at school. Forms for you and your doctor to fill out can be found online under the nurse corner tab (link to website attached). Please return all paper work and discuss care with nurse as soon as possible so your child’s care can be managed appropriately.

The nurse has Tylenol, cough medicine, antacid, orajel, and throat spray in their office that can be given once the permission slip has been returned.

Please be in contact with the nurse with any new medical problems. If your child has a new injury that requires a brace, cast, or crutches they need to come to the nurse at the beginning of the day. This will allow her to check for proper fitting and to make any necessary arrangements. Also notify the school of new phone numbers so that you can be easily contacted in case of an emergency.

All required immunizations must be obtained prior to starting school. If we do not have these within 30 days of enrolment your child will not be allowed to return to school until received.

Thank you for allowing us to care for your children this year. You can find many helpful forms and tips on the following website: http://www.wynneschools.org/136113_2
WHSL Clubs—There is One for You!

Whether it is a passion for art or science, an interest in business technology or drama, or a concern for animal rights or the environment, students likely will find a club that caters to their individual interests. The variety of organizations gives students opportunities to belong and feel connected, no matter what their interests, academic standing or athletic ability. Encourage your child to join a club! Most clubs do have a membership fee.

Community Service

As part of Wynne High School’s effort to improve student citizenship and build strong character, a community service program was initiated in 2000-2001.

Under the guidelines of the program any student enrolled all four years at Wynne High School who completes 100 hours of community service (or 25 hours per year for each year enrolled) will receive recognition at graduation and a special seal on his/her diploma. The seal will represent an attainment of excellence in community service. Involvement in the community service program is NOT a requirement for graduation. It is a way to make a positive difference in the community and world around you. It is an opportunity to:

- Do something for others
- Use leadership skills
- Use personal talents and abilities
- Build your self-confidence

Although community service can improve a student’s chances for college acceptance, for college scholarships, and for future employment, the primary goal of such involvement is to build healthy, well-rounded adults with strong character.

A file for each graduating class will hold documentation of community service activities. Students are to turn in to a box in the principal’s office, a community service documentation slip within one week of completion of the community service. Community service hours will be certified at least once each nine weeks by a committee and will be totaled annually no later than 3 weeks prior to graduation. The committee shall decide if an activity will receive community service credit. At the time of certification, the slip will be returned to the student with an explanation. Each project participated in must have an adult sponsor who can verify service completed. The sponsor’s signature and phone number must be on the slip in order for the slip to be valid.

- Please note the following restrictions:
  - Community service will be defined as service done outside of school time.
  - Community service hours that have been imposed as a punishment will not be accepted.
  - Community service is volunteer – no compensation should be received for efforts.
  - Community service projects must have an adult sponsor who can verify service being provided.
  - Community service cannot be performed for family members (parents, grandparents, etc.).

Possible Community Service Projects

The list below is not all-inclusive. It serves to help students understand types of project accepted as community service.

- Donations to Good Shepherd/Workshop: Community service credit given would depend on value of items donated
  - 1 hr. credit per $100.00 value on items
- Delivering food or toys: Note time spent making deliveries (1 hr. for each hr. delivering)
- Donation of Angel Tree Gift: 1 hr. per $5.00 – attach receipt
- Tutoring in the community (at no charge): 1 hr. credit for 1 hr. tutoring
- City Clean Up: 1 hr. credit for 1 hr. work
- Volunteering at a daycare: 1 hr. credit for 1 hr. work
- Coaching children’s teams: 1 hr. credit for 1 hr. work

You can get a Community Service Form from the Wynne Public Schools website. wynneschools.org

- Click on the link to forms
- Print and complete the form
- Take it to the principal’s office in Building 1
- Or go by the principal’s office and pick up a blank form
Wynne School District
Annual Title I Parent Meetings
“Parents Right to Know”
Wynne Primary School September 26, 2019 @ 5:00 p.m. – WPS cafeteria
Wynne Intermediate School, September 19, 2019 @ 5:00 p.m. WIS cafeteria
Wynne Junior High School, October 28, 2019 @ 5:30 p.m. WJHS library
Wynne High School, September 10, 2018 @ 5:00 p.m. WHS auditorium

Purpose:
Provide information about the Schoolwide Title I program for schools in the Wynne School District. Every Student Succeeds ACT (ESSA) states that Title I Schools hold an Annual TI Meeting:
• To inform you of your school’s participation in Title I
• Explaining the requirements of Title I
• Explaining your rights as parents to be involved

What is “Title I”?:
• Provides all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps
• Funds to provide programs to help children who are struggling in reading and math
• Extra help (in addition to what they learn during math and reading time in the classroom)
• Funding provided under ESSA

Type of Program:
• Schoolwide programs use funds and resources to upgrade the entire educational program of the school in order to raise the academic achievement for all students

What do schoolwide programs offer?
Extended learning time: Before or after school programs, summer programs, early interventions, Computer learning lab
Schoolwide projects: Math and literacy nights

Title I schools receiving an allocation of $500,000 or greater must set-aside one percent (1%) of the allocation for parental involvement and not less than 90% must be distributed to Title I schools.

Parent’s Rights:

Ask about each Teacher’s Qualifications
• If your child’s teacher is Arkansas qualified and certified to teach a certain grade or subject
• The teacher’s level of education (such as a bachelor’s or master’s degree)
• What the teacher’s course of study or major
• If your child’s teacher is teaching under emergency or provisional status