

Arkansas Indistar  
School Engagement Plan

Page 1 of 1

Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are required but do not need further elaboration within the written portion of your plan. In the response fields, you may include links to additional information that can help support your story as you answer the guiding questions.

### **1: Jointly Developed Expectations and Objectives**

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

#### *Guiding Questions*

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*  
[A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*  
[ESSA § 1116(c)(3)]

Deer School is committed to ongoing collaboration between parents, students, staff, and all other stakeholders to ensure effective communication and encourage active engagement in student success. The parent and family engagement committee is made up of parents, students, staff, and teachers to promote the representation of various stakeholder points of view and input. The FACE committee will have monthly meetings to review and prepare for activities and fundraisers for future months.

Deer School believes families and our community play a critical role in the education of our students.

Opportunities for families and our community to be involved in the planning, review and improvement of our parent and family engagement programs include:

Deer School will invite parents and students to an Open House before school begins in the fall, August 2022.

Invitations are through the local school and social media. Teachers invite families to the classroom and provide information about the class.

At the beginning of school, families will be given the School-Parent Compact that details the shared responsibilities of Deer School administration and staff as well as family responsibilities for improved student academic achievement. School and parents will build and develop a partnership that will help promote high-achieving goals so every student who graduates is prepared for college, career and community engagement. Families at the school will sign the compact and return the signature page to Deer School.

Deer School will use the student handbook, school website, signage at the school entrance, parent meetings, notes home, and local/social media to inform parents about the school-wide Title I Plan and how to receive a copy, it will also be published in the student handbook. The school will also use these communications resources to inform parents of workshops, learning opportunities, parent meetings, and other parent involvement opportunities. The school also has a messenger system that sends out recorded messages and text messages about important announcements and emergency messages.

A parent packet will be sent home at the beginning of the year. The packet includes the Parent Right to Know Letter, the school calendar, a volunteer form and a parent engagement survey.

Annual review meetings will be held in Spring, 2023. Parents and students will be invited to attend and participate in revising Family and Community Engagement Plan.

### **2: Communication**

Describe how the School will communicate with and distribute information to parents and families.

#### *Guiding Questions*

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
  - *description of the engagement program*
  - *recommended roles for parents, students, teacher, and the School*
  - *ways for a family to get involved*
  - *survey regarding volunteer interests*
  - *schedule of activities planned throughout the school year*
  - *regular, two-way, and meaningful system for parents/teachers to communicate*

*[A.C.A. § 6-15-1702(b)(3)(B)(1)]*
- **2.2:** *How will the School ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
  - *how is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*

*[ESSA § 1116(e)(5)]*
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*

*[ESSA § 1116(c)(2)]*

Deer school will create a survey each year asking the preferred method of communication of parents and stakeholders. Deer school communicates with stakeholders through:

- school website <https://www.deermtjudea.k12.ar.us/> (<https://www.deermtjudea.k12.ar.us/>)
- social media pages deer/ Mt.Judea School district facebook
- remind app
- school text messaging system
- letter home with students
- phone calls
- school entry signage
- student handbook
- parent meetings

Deer School will use these methods to inform parents about the school-wide Title I Plan and the Family and Community Engagement Plan and how to receive a copy, it will also be published in the student handbook. The school will also use these communications resources to inform parents of workshops, learning opportunities, parent meetings, and other parent involvement opportunities. The school also has a messenger system that sends out recorded messages and text messages about important announcements and emergency messages. If we find that another language is needed for translation, we will provide translations in the language needed.

There will be four(4) Parent-Teacher Conferences during the 2022-2023 school year. Throughout the year, teachers will contact parents when a student is excelling in class or if the child is having difficulties. The school provides a website that allows parents/guardians access to students' grades. Academic progress reports (mid-point of marking period) and report cards (end of marking period) will be sent home to keep parents informed of their child's academic progress.

Teachers will also provide virtual meetings with parents. There will be a digital student orientation that will take place in August 2023.

Deer School will invite parents and families to volunteer in roles and activities to increase their involvement and support student involvement. These activities are included on the annual calendar. Examples-

- Volunteer training workshops
- Parent workshops
- holiday programs
- parent/teacher organization
- booster club
- tutoring
- special lunches
- field days
- book fair

Results from the beginning of the year survey will be used to plan the events in coordination with stakeholders and the parent engagement committee.

The FACE coordinator will communicate with parents through social media, notes, school messenger and the school website.

Annual Calendar

[https://docs.google.com/document/d/16Sg1X\\_59ozJFVI0JgbuB5cIXkzrIJhBl1qFdFqTvF\\_g/edit?usp=sharing](https://docs.google.com/document/d/16Sg1X_59ozJFVI0JgbuB5cIXkzrIJhBl1qFdFqTvF_g/edit?usp=sharing)  
 ([https://docs.google.com/document/d/16Sg1X\\_59ozJFVI0JgbuB5cIXkzrIJhBl1qFdFqTvF\\_g/edit?usp=sharing](https://docs.google.com/document/d/16Sg1X_59ozJFVI0JgbuB5cIXkzrIJhBl1qFdFqTvF_g/edit?usp=sharing))

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### **3: Building Staff Capacity**

Describe activities that will be used with School staff to build their capacity to work with parents as equal partners.

#### *Guiding Questions*

**3.1:** *How does the School build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to ensure ALL School staff (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:*

- *the value and utility of contributions of parents [Title I schools]*
- *how to reach out to, communicate with, and work with parents as equal partners [Title I schools]*
- *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
- *how to respond to parent requests for parent and family engagement activities [Title I schools]*
- *that parents play an integral role in assisting student learning [all schools]*
- *how to welcome parents into the School and seek parental support and assistance [all schools]*
- *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*

*[ESSA § 1116(e)(3); A.C.A. § 6-15-1702(b)(5-7)]*

Deer School will ensure professional development opportunities for teachers to include no less than two hours of professional development towards the enhancement of effective parental involvement strategies. The two hours may be included in the thirty-six hours of required professional development. Deer school will ensure a minimum of three hours of professional development opportunities for administrators in addition to the minimum number of hours of professional development required.

All of these professional development opportunities are designed to enhance the understanding of: effective family and community engagement strategies, the importance of administrative leadership in setting expectations and creating a climate conducive to parent/guardian participation, the value and utility of contributions of parents how to reach out to, communicate with, and work with parents as equal partners, how to implement/coordinate parent programs, how to build partnerships between parents and the school.

Parent representatives from the FACE Committee are invited to attend leadership meetings and provide an important parent/family voice to our meetings and the District Parental Involvement meeting in Spring to review our yearly plans and budget.

#### **4: Building Parent Capacity**

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings or providing equipment or other materials.

#### *Guiding Questions*

- **4.1:** *How does the School provide timely information about the following:*
  - *a description and explanation of the curriculum in use at the School*
  - *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
  - *the achievement levels of the challenging State academic standards students are expected to meet*

*[ESSA § 1116(c)(4)(B)]*

- **4.2:** *How does the School provide assistance to parents in understanding the following:*
  - *the requirements of Title I, Part A*
  - *how to monitor their child's progress*
  - *how to work with educators to improve the achievement of their children.*

*[ESSA § 1116(e)(1)]*

- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:*
  - *literacy training*
  - *technology training, including education about copyright piracy and safe practices*
  - *resources that describe or assist with the child's curriculum*
  - *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers*

*[ESSA § 1116(e)(2)]*

- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*
  - *involvement in the education of their children*
  - *volunteer activities*
  - *learning activities and support classroom instruction*
  - *participation in School decisions*
  - *collaboration with the community*
  - *development of School goals and priorities*

- *evaluating the effectiveness of the School-level Improvement Plan*  
[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*
  - *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*
  - *Create parent centers*  
[A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*
  - *role play and demonstration by trained volunteers*
  - *the use of and access to Department of Education website tools for parents*  
[<https://dese.ade.arkansas.gov> (<https://dese.ade.arkansas.gov/>)]
  - *assistance with nutritional meal planning*  
[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

Deer School has a Parent Center that houses a number of resources. A computer is available to use, and pamphlets and reading materials is available covering many parenting topics and grade-specific curriculum. Parents may check out materials, use the computer to check grades, and visit educational websites. Parents will be encouraged to view the Title I Plan located in the parent resource center. A suggestion sheet will also be available for parental input. The school will open the resource center at hours that are convenient to parents.

The School distributes informational packets each year that includes a copy of the schools; parent and family engagement plan, survey for volunteer interests, recommended roles for parents-teachers-students and school, suggestions of ways parents can become involved in their child's education, parent and family engagement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, email...)

Included in the school's handbook is the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions.

Parents are invited and encouraged to attend annual meetings (Title I, Family Engagement Plan, Open House) and monthly/as-needed meetings (Parent Teacher Partnership, Booster Club, Parent Teacher Conferences, Volunteer Trainings) to be a voice of improvement for each year and to be involved in the school as a whole.

Curriculum Nights are held twice a year, one in the Fall and the other in the Spring. Parents and students are invited to come and learn more about the curriculum that their child is learning this year.

## **5: Coordination**

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional supports, services, and resources to families..

### *Guiding Questions*

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*  
[ADE Rules Governing Parental Involvement Section 5.06]
- **5.2:** *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
  - *public preschool programs such as Head Start*
  - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
  - *wraparound services that allow families to send their children to school ready and able to focus on learning*  
[ESSA §1116(e)(4)]
- **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*  
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]

Deer School will develop relationships with various partners, including alumni, elected officials, businesses, and other educational organizations for whole child advocacy. The school will support mentoring, engaging activities, and coordinating support through various partners, including health, social service, law enforcement, non-profit, civic, and faith organizations. The school will engage in workforce development, internships, and community service through business and industry partnerships.

The school will investigate and, where feasible, utilize community resources such as Trio Talent Search in the instructional program. The school will also coordinate and integrate parent and family engagement programs, activities, and strategies with early childhood programs, college, and career-ready resources or organizations such as offering concurrent and vtech classes through NAC to secondary students, a parent resource center to promote and support responsible parenting, or other programs that encourage and support parents in fully participating.

The school will ask parents to fill out a parent interest survey at registration or at the beginning of each school year to get information from parents concerning the activities they feel will be most beneficial in the efforts to support their child academically. The school will use the results of the parent interest survey to plan the parent and family engagement activities for the year. Then will evaluate the activities that were suggested by the parents at the end of the year as part of the annual parent and family engagement plan evaluation.

Deer School will sponsor seminars at flexible meeting times to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for post-secondary opportunities.

Deer School will sponsor technology training webinars virtual and on campus to aid parents with computer technology and online learning.

#### **6: Annual Title I Meeting** *(Title I schools)*

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

##### *Guiding Questions*

- **6.1:** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (\*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
  - *the requirements of Title I and the School's participation*
  - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*

*[ESSA § 1116(c)(1)]*

A Title I school-wide meeting for parents/families will be held in the Fall, September 2023 to inform them about the school's participation in the Title I program and to encourage parents/families to be involved in reviewing and revising the School's Title I Plan. It will be held separately from any other meetings or activities to ensure that they have ample time to provide a descriptive explanation of the school curriculum, information on the forms of academic assessments used to measure student progress, and information on proficiency levels that students are expected to meet, as well as Parents' rights under Title I. Copies of the School-Parent Compact and the Family Community Engagement Plan will be distributed.

#### **7: School-Parent Compact** *(Title I schools)*

Describe the process School will follow to jointly develop with parents a School-Parent Compact as required under Title I, Part A.

##### *Guiding Questions*

- **7.1:** *How does the School jointly develop a School-Parent Compact which does the following:*
  - *Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement*
  - *Addresses the importance of regular two-way, meaningful communication through:*
    - *conferences (no fewer than 2 each year)*
    - *frequent reports on progress*
    - *reasonable access to staff*
    - *opportunities to volunteer*
    - *observation of classroom activities*
- **7.2:** *How do families access the compact in order to understand the shared responsibility for improved student academic achievement?*
  - *Including parent-teacher conferences in elementary Schools, at least annually*
  - *Include a link or insert the language of the compact to demonstrate this requirement has been met.*

*[ESSA § 1116(d)(2)(A)]*

Deer School staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact. This document is published in the student handbook and handed out at the beginning of the school year.

The school will address the importance of regular two-way communication through a minimum of two parent-teacher conferences a year, frequent reports on progress, reasonable access to staff, and opportunities to volunteer.

**8: Reservation of Funds** *(Title I schools)*

Describe how the School uses Title I, Part A funds set-aside for parent and family engagement programs and activities.

*Guiding Questions*

- **8.1:** *If the School is a recipient of set aside funds for parent and family engagement (as part of receiving a Title I, Part A allocation greater than \$500,000):*
  - *How is the School spending those funds?*
  - *How does the School determine the priority of how funds are spent?*
  - *Who is involved in determining that?*

*[ESSA § 1116(a)(3)(A)]*
- **8.2:** *How does the School provide opportunities for parents and family members to be involved in providing input into how the funds are used?*  
*[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]*

At the Annual District Title Meeting in April, representatives from the school administration, staff, parents and students will collaborate and discuss parent and family engagement activities, programs, survey findings, the budget for Parent and Family engagement activities, how this year's budget was spent, how we should use funds next year, and the jointly developed Teacher-Parent-Student Compact.

Deer School has formed relationships with local organizations to help provide school supplies for school and home use to all students that need them.

**Assurances**

*Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly.*

**Required...your form will not save unless all boxes are checked.**

- ☐ **A.1:** The School understands that annually by August 1, the public School's Engagement Plan shall be developed, or reviewed and updated.  
*[ADE Rules Governing Parental Involvement Section 3.02.3]*
- ☐ **A.2:** The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:
- The School Engagement Plan
  - A parent-friendly explanation of the School and District's Engagement Plan
  - The informational packet
  - Contact information for the parent facilitator designated by the School.
- [A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]]*
- ☐ **A.3:** The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.  
*[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]*
- ☐ **A.4:** The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly.  
*[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]*
- ☐ **A.5:** The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.  
*[A.C.A. § 6-15-1704(a)(3)(B)]*
- ☐ **A.6:** The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:
- to help organize meaningful training for staff and parents,
  - to promote and encourage a welcoming atmosphere, and
  - to undertake efforts to ensure that engagement is recognized as an asset to the School.
- [A.C.A. § 6-15-1702(c)(1)]*
- ☐ **A.7:** The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book..  
*[A.C.A. § 6-15-1702(b)(6)(B)(ii)]*
- ☐ **A.8:** The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.  
*[A.C.A. § 6-15-1702(b)(3)(B)(ii)]*
- ☐ **A.9:** The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.

[ADE Rules Governing Parental Involvement Section 3.02.2]

☐ **A.10:**The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:

- what students will be learning
- how students will be assessed
- The informational packet
- what a parent should expect for his or her child's education
- how a parent can assist and make a difference in his or her child's education.

[A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]

☐ **A.11:**Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.

[A.C.A. § 6-15-1702(b)(7)(B)(ii)]

☐ **A.12:**The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.

[A.C.A. § 6-15-1702(b)(6)(B)]

☐ **A.13:**The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.

[ESSA § 1116(a)(3)(D)]

☐ **A.14:**The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to

[ade.engagementmatters@ade.arkansas.gov](mailto:ade.engagementmatters@ade.arkansas.gov)

[ESSA § 1116(b)(4)]

☐ **A.15:**The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

[ESSA § 1116(c)(4)(C)]

### School Information

<b>School Name:</b>	Deer School
<b>School Engagement Facilitator Name:</b>	Lindsey Burdine
<b>Plan Revision/Submission Date:</b>	7/20/2023
<b>District Level Reviewer Name, Title:</b>	
<b>District Level Approval Date:</b>	

### Committee Members, Role

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
April	Willis	Parent
Leslie	Daniels	Parent
Shakeita	Smith	Parent
Chrystal	Young	Parent
Jennifer	Casey	Staff

### Committee Members, Role

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Tammy	Vanderpool	Teacher
Melissa	King	District Coordinator
Jennifer	Hoskins	Principal
Ayden	Burdine	Student

**Committee Members, Role**

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)

**State**

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

**Federal**

- Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320  
(<https://drive.google.com/file/d/1gLCfooJPV5yjHMvnTGmckRiTThzKwGT9/view>)

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

**District Reviewer Responses****Section 1 - Jointly Developed**

- ☐ Changes Required  
☐ Compliance is Met

**Comments:****-Section 2 - Communication**

- ☐ Changes Required  
☐ Compliance is Met

**Comments:**