

Arkansas Indistar
Prescott High School
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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Please read over the updated form closely. Note the new Assurances section allows you to confirm practices that are *required* but do not need further elaboration. In the response fields, please include links to additional information that can help support your story as you answer the guiding questions.

1: Jointly Developed Expectations and Objectives

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

Guiding Questions

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

PHS will ask all parents to fill out a parent interest survey, no later than October 2022 to get information from parents concerning activities they feel will be most beneficial in the efforts to support their child academically. Trish Brown, PHS Parent Facilitator and Tommy Poole, Principal, will be responsible for distributing and collecting survey data.

The School will evaluate parental engagement activities held during the school year and those suggested by parents at the end of the school year. The committee members will also evaluate and make recommendations for the upcoming school year.

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)]

The plan will be available on our school website for all parents to see (<http://curleywolves.org>). Copies of the plan will be available in the office for those that do not have access to a computer.

Parents will be able to access their children's grades by username and password through the E-school program. The parent viewer is maintained by the administrative assistants 870-887-3123 or Ed Blom, Technology coordinator.

Open House on July 28th from 6:00 - 8:00 will provide an opportunity for parents to meet teachers, view test data, and access community resources for students with disabilities and financial aid for post secondary.

Report cards will be provided to all parents at mid-nine weeks and at parent teacher conferences in the fall, October 18, 2022 and in the spring, March 16, 2023. Both conferences will be held in the PHS lobby from 2-8:30 PM. Parents will have the opportunity to discuss their children's academic progress with their teachers and to, along with their children, develop a new academic action plan if needed. Grade reports will be generated by the office staff and distributed to the parents at conference. If a parent is unable to attend the reports will be available in the office or mailed home.

3: Building Staff Capacity

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

Guiding Questions

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

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

[ESSA § 1116(e)(3);14); A.C.A. § 6-15-1702(b)(5-7)]

Online Professional Development is available for staff through IDEAS. Organizing the Parent nights will also give insight for all teachers to help with assisting parents to help guide them on helping their child. The parent night will include representatives from many community partners.

On site Professional Development will be offered as well. Classroom management and best practices for behavior will be offered. Both of these encourage parent communication.

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)]

Packets will be sent home including parental involvement plan, survey for volunteer interests, recommend goals for the parents and suggestions of ways parents can become involved in their child's education.

Teachers will be available at Open House to review test scores with parents. Parents will be provided with resources they can use to support at home learning. Parents will have the opportunity to receive assistance in filling out the FASFA and be introduced to other opportunities for post secondary transitions.

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)]

Parent nights will include community organizations and businesses to help provide support for students and parents. UACCH and other college officials/counselors will be invited to speak to our students about their future. The local health department and on-site counselors will also be used as resources throughout the year. Division of Developmental Disabilities, Arkansas Rehabilitation Services and Project Search of Arkansas will be available to share how they can support students. Also local churches will be invited to share program offerings for students and parents.

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)]

N/A for PHS

7: School-Parent Compact (Title I schools)

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

Guiding Questions

- **7.1:** How does the School jointly develop a School-Parent Compact which does the following:
 - Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement
 - Addresses the importance of regular two-way, meaningful communication through:
 - conferences (no fewer than 2 each year)
 - frequent reports on progress
 - reasonable access to staff
 - opportunities to volunteer
 - observation of classroom activities
 - [ESSA § 1116(d)]
- **7.2:** How do families access the compact in order to understand the shared responsibility for improved student academic achievement?
 - Including parent-teacher conferences in elementary Schools, at least annually
 - Include a link or insert the language of the compact to demonstrate this requirement has been met.
 - [ESSA § 1116(d)(2)(A)]

School staff, parents and students will develop a school-parent student compact. The 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 contract. The administrative assistant will prepare and distribute the compacts at a scheduled open house event prior to the first day of classes for students.

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)]

Not applicable. Prescott High School is not a Title I School.

Assurances

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

- ☑ **A.1:**The School understands that annually by August 1, the public School's Engagement Plan shall be developed, or reviewed and updated.
[ADE Rules Governing Parental Involvement Section 3.02.3]
- ☑ **A.2:**The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:
- The School Engagement Plan
 - A parent-friendly explanation of the School and District's Engagement Plan
 - The informational packet
 - Contact information for the parent facilitator designated by the School.
- [A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]]
- ☑ **A.3:**The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.
[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]
- ☑ **A.4:**The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]
- ☑ **A.5:**The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.
[A.C.A. § 6-15-1704(a)(3)(B)]
- ☑ **A.6:**The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:
- to help organize meaningful training for staff and parents,
 - to promote and encourage a welcoming atmosphere, and
 - to undertake efforts to ensure that engagement is recognized as an asset to the School.
- [A.C.A. § 6-15-1702(c)(1)]
- ☑ **A.7:**The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book..
[A.C.A. § 6-15-1702(b)(6)(B)(ii)]
- ☑ **A.8:**The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.
[A.C.A. § 6-15-1702(b)(3)(B)(ii)]
- ☑ **A.9:**The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.
[ADE Rules Governing Parental Involvement Section 3.02.2]
- ☑ **A.10:**The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:
- what students will be learning
 - how students will be assessed
 - The informational packet
 - what a parent should expect for his or her child's education
 - how a parent can assist and make a difference in his or her child's education.
- [A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]
- ☑ **A.11:**Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.
[A.C.A. § 6-15-1702(b)(7)(B)(ii)]
- ☑ **A.12:**The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.
[A.C.A. § 6-15-1702(b)(6)(B)]
- ☑ **A.13:**The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.
[ESSA § 1116(a)(3)(D)]
- ☑ **A.14:**The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov
[ESSA § 1116(b)(4)]
- ☑ **A.15:**The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
[ESSA § 1116(c)(4)(C)]

References

State

- Ark. Code Ann. § 6-15-1701 et seq.
(<https://drive.google.com/file/d/10BITKmbAug4tJidUAqt3CjyBVLxqvfcZ/view>)
- Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement
(https://dese.ade.arkansas.gov/Files/20201102114851_FINAL_Parental_Involvement_Plans_and_Family_and_Community_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>)

School Name:	Prescott High School
School Engagement Facilitator Name:	Trish Brown
Plan Revision/Submission Date:	5/26/22
District Level Reviewer Name, Title:	Angie Bryant
District Level Approval Date:	

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)
Trish	Brown	PHS Parent Liaison
Tommy	Poole	High School Principal
Angie	Bryant	District Coordinator
Jennifer	Robbins	Counselor
Kathie	Janes	Community Member
Shannon	Crayne	PHS Teacher

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

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

- Changes Required
 Compliance is Met

Comments:

-Section 2 - Communication

- Changes Required
 Compliance is Met

Comments:

Section 3 - Building Staff Capacity

- Changes Required
- Compliance is Met

Comments:

Section 4 - Building Parent Capacity

- Changes Required
- Compliance is Met

Comments:

Section 5 - Coordination

- Changes Required
- Compliance is Met

Comments:

Section 6 - Annual Title I Meeting

- Changes Required
- Compliance is Met

Comments:

Section 7 - School-Parent Compact

- Changes Required
- Compliance is Met

Comments:

Section 8 - Reservation of Funds

- Changes Required
- Compliance is Met

Comments:

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