

Arkansas Indistar
School Engagement Plan

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)]

Parents/Guardians will be invited to join the Parents and Teachers Helping Students (PATHS) group at the beginning of the year and be reminded of ways to become involved throughout the school year. The FACE plan will be given to the PATHS members, and they will be asked to review, update, and improve the plan as needed to meet the evolving needs of parents/guardians and students in our school. (1.1, 1.2) The group will meet on the second Tuesday of each month at noon and at 6 p.m. for the purpose of reviewing such documents. In addition to meetings, International Studies will provide surveys that will be used to inform the wants and needs of our families by giving them the opportunity to provide comments and feedback to the school. (1.1) A parent friendly version of the F.A.C.E. plan will be provided to every family, noting the F.A.C.E. coordinators contact information and how to become more involved with the school. The school will use the RCA App for communication tool for parents about activities, events, student success, academic issues, etc.

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)]

A parent information packet including, but not limited to, the items mentioned in 2.1 is sent home with all students new to the school/district, during Open House in August, and/or sent home with students during the first week of school. (2.1) Each student is provided with a Nicky folder which teachers and staff utilize as a form of communication with parents/guardians. The folders are used to send home weekly newsletters, homework assignments, pertinent classroom information, paper and work samples, progress reports and report cards, as well as reminders and parent-friendly information. (2.2) The school website will be used to house classroom websites for teachers and staff members. The websites will have homework assignments, parent-friendly descriptions of the engagement plan, parent surveys, contact information, daily schedules, lesson plans, and newsletters. (2.2) Parents/Guardians can communicate with school personnel, teachers, and staff by using email, texting, telephone calls, RCA App, Remind, Facebook, Facetime, Zoom calls, and/or notes sent home. In addition, TransPerfect, translation apps and in-person translators can be used to communicate with parents who have ESL needs. (2.2) Meetings may be live streamed via Facebook, recorded for later viewing and posted on the website, and/or held at flexible times to help ensure all parents have an opportunity to participate. (2.3)

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)]

International Studies recognizes the impact Covid-19 has had on Family and Community Engagement over the past few years. In order to aid in the combat of those effects, the FACE Coordinator, Katie Beth Lovell, has been trained in conducting a FACE professional development workshop for the school staff at the back-to-school training in August for the 23-24 school year. During that training, Suzanne Ray Faught, Principal of International Studies will instruct the staff on all items including, but not limited to, the items listed in 3.1. During the above mentioned training, the school staff will lay out a schedule for school-wide events which include Parent/Teacher conferences (held twice during the school year through in-person meetings, Facetime, Zoom calls, and/or phone calls) and volunteer/partnership opportunities (i.e. lunch buddies, book club leaders, book fairs, and school festivals). The communication will focus on what we can do to increase student academic achievement at International Studies.

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 § 11.16(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)]

At the beginning of the school year, International Studies hosts a Parent Information Night (PIN) to give parent/guardians insight on expectations and procedures for each grade level. International Studies will also host International Studies Parent House Information Night to introduce the RCA House system with the positive contribution it will provide in school culture which can lead to gains in student achievement. Dates are to be determined per grade level in August of 2023. The purpose of PIN nights is to review classroom expectations of each student, introduce the curriculum to parents/guardians, and answer any questions the parents/guardians may have. Additionally, a "refrigerator version" of the Arkansas Academic Standards will be given to students and their families in the beginning of the year packet; the standards will also be reviewed during each respective PIN night in August. (4.1)

During the fall semester, the school will host a Title I Parent meeting to explain the requirements of Title I, and further explain how parents/guardians can track their students' academic progress by using eSchool and staying in contact with their students' teachers. (4.1, 4.2)

International Studies maintains a parent center in the media center. The parent center contains parenting books, brochures, children's literature, test-prep materials, math manipulatives, and access to technology (a list of items can be found on the I.S. website). In addition to the physical parent center, parents/guardians also have access to the library website which includes links to tools for parents provided by the Department of Education, electronic copies of brochures and handbooks, and age appropriate tips/tools for learning. The checking out of these materials can be done at any time through the school's FACE coordinator and be kept for a two week period. (4.3, 4.5) At any time, parents/guardians may request assistance from the school's FACE coordinator with technology, connecting with teachers, and/or materials needed to help students succeed. (4.6)

International Studies will provide opportunities for parents/guardians and community members to support the Instructional program through including, but not limited to, programs such as book clubs, Junior Auxiliary, PATHS, book buddies, and lunch buddies. Newsletters, notices, and electronic messages will be sent to inform parents/guardians of upcoming volunteer opportunities weekly and/or monthly and who to contact for the volunteering activity. (4.4)

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)]

International Studies will have the annual Title I Report to the public during the fall semester 2023. Mrs. Suzanne Ray Faught will inform parents of the requirements of Title I and the school's participation, parental rights under Title I, and distribute abbreviated FACE plans.

Title I Parent Meeting Agenda.

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)]

International Studies will have the annual Title I Report to the public during the fall semester 2023. Mrw. Suzanne Ray Faught will inform parents of the requirements of Title I and the school's participation, parental rights under Title I, and distribute abbreviated FACE plans.

Title I Parent Meeting Agenda

(<https://docs.google.com/presentation/d/1fKwWpxwVSrA5TlDeFhxpFhTrOdcA3JE83XbIMt01iaA/edit#slide=id.p>)

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)]

International Studies will develop a Parent/Student/Teacher/School compact which will be reviewed each spring looking forward to the following school year; this will be part of the annual review of the FACE plan with the FACE committee. Any revisions will be made at this time. The compact will outline how parents/guardians, 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. (7.1)

The compacts will be available on the library website, and are also included in the beginning of the year / registration packet for students new to the school. A translated copy can be provided upon request. (7.2)

International Studies Compact 2023-202 (https://docs.google.com/document/d/1Dlp3qQc9nN4CLSGGogEHauWi83rdh3wakAyR5YpuQ/edit)4

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)]

The school uses Title I, Part A funds to ensure a high quality education by providing supplemental services, materials, and education for families, as well as training staff on effective techniques to engage families. Each year the funding is reviewed and determination is made about how funds should be spent for the upcoming school year by a combination of school personnel, parents, and the FACE committee. (8.1)

At the beginning of the school year, parents are provided a link to a survey on which they can provide information about materials and services needed. The link remains on the library website throughout the remainder of the school year. Families may also share their preferences to the FACE coordinator - Katie Beth Lovell - and are encouraged to contact her with specific needs and/or for additional services (8.2)

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

[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)]
