

**Bruno-Pyatt Elementary
(Ozark Mountain School District)
4754 Hwy 125 S Everton AR 72633
870-427-5227
School Engagement Plan**

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)]

The school will engage parents in the annual evaluation of the Title I, Part A Program through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents and school staff. While collecting evidence about satisfaction with the program and the school's efforts to increase parent and family engagement, the survey will also collect specific information on the (1) growth in number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth. The survey will be sent home to parents during the fall semester of 2023. Parents are invited to participate in the Parent Involvement Committee through the Parent Involvement Survey that is sent home with the beginning of the year paperwork and through social media posts. The Parent Involvement Committee, met on June 27, 2023 to determine effectiveness of the parent and family engagement plan and make any needed changes.

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 interest s ○ 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)]

1. Materials are available for parents to check out in the school library. Parents may use computers to check grades, and visit educational web sites

2. Parents are encouraged to view the Title I Plan located in the parent resource center in the front hallway. Copies of which are provided to parents in weekly folders. The plan is also posted on the school website.

3. STATE REQUIREMENT The volunteer interest survey is included with the beginning of year paperwork.

4. The Parent and Family Engagement Plan was reviewed by a committee of parents and school staff on April 23, 2024. Upon approval, the school's Parent and Family Engagement Plan will be posted in the Parent Resource Center in the main hallway, on the school website, filed with the Department of Education and on the school Facebook page. The plan is also distributed to parents, via Parent folders for grades K-6 and at school sponsored events. Parents will sign a form acknowledging receipt of the plan.

5. Recommended roles for parents and teachers is included in the Parent-Teacher Compact, located in the Ozark Mountain District Handbook and on the District webpage.

6. The school will distribute Informational packets each year that includes a recommended role 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, e mail...).

7. STATE REQUIREMENT To promote and support responsible parenting, the school shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review. Our Parent Center is located in the school library. A list of materials in the Parent Center is available on the School webpage.

8. STATE REQUIREMENT – 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.

9. STATE REQUIREMENT – Bruno -Pyatt has a certified Parent Facilitator.

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)] STATE REQUIREMENT (Staff Development)

In compliance with the State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts, Bruno -Pyatt School teachers and administrators completed the required hours of Family Engagement professional development in August of 2022. The training was provided by Arkansas IDEAS

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] ○ assistance with nutritional meal planning [A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

In an effort to stay connected with parents during and following the Covid-19 pandemic, Bruno- Pyatt provides parents with Materials are available for parents to check out in the school library.

Parents may use computers to check grades and visit educational Web sites

Parent-Teacher conferences will be held on October 17th, 2023⁴ and on February 6th, 2024, Jess Knapp, Principal is responsible.

School Parent Compact Meeting, September 2024, Nichole Cunningham, Federal Programs Coordinator is responsible.

Title I Meeting, September 2024, Nichole Cunningham, Federal Programs Coordinator is responsible Monthly assembly to recognize behavior/attendance/grades and/or reading - grades K- 6 is held monthly, Jess Knapp, Principal is responsible.

PTO meetings are held bi-monthly. Kelly Smith, PTO President is responsible.

Fall Festival is held during the fall each year.

A Field Day is held in the spring of each year, Addie Gibbens, PTO Vice President is responsible.

A flyer advertising the use of the Department of Education website tools for parents will be sent home to parents, as well as being posted to the website and the Facebook page. In an effort to increase family engagement Bruno-Pyatt School will host an Open House on August 8, 2024, providing parents with school information, school supplies and allow family a time to meet with new and returning teachers, staff and administration. During this time, parents will be introduced to resources offered through the school and community.

Bruno -Pyatt School will provide instruction to parents face-to-face and/or virtually on how to incorporate developmentally appropriate learning activities in the home environment during family literacy events, which may include:

- o Make and take nights
- o Literacy and/or math workshops - staff will work with parents and provide tips for reading/math activities to practice at home

Informational messages are sent to parents via Parent Folders, text messages, phone calls from teachers, social media, and Remind.

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:

- o public preschool programs such as Head Start
- o organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers
- o 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)]

1. Weekend Food Bags are prepared by the school nurse and other volunteers to send home with families in need. 2. The Brandon Burlsworth Foundation and the Lion's Club provide

glasses for students in need. 3. The Rotary Club donates for clothing, etc. for students in need. 4.Chenal Family Therapy provide counseling services to our students on a weekly, and/or as need, basis.

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)] STATE REQUIREMENT The school will hold its Annual Title I Meeting face-to-face and/or virtually to inform parents of the requirements of Title I and the school's participation and to inform parents of their rights under Title I in the fall of 2024.

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.

School staff, parents, and students have developed a school-parent compact. This compact outlines 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. The compact is included in the school handbook and parents will sign the compact. We will meet in the fall of 2024 to review the Compact and explain parent/student/teacher responsibilities.

8: Reservation of Funds

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 district sets aside funds for parent and family engagement. Funds will be used to engage parents by supporting parent meetings, open house, literacy nights, math nights, and other events in which parents are invited to attend.

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] Page 6 of 9

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)]

School Information School Name: Bruno-Pyatt School

K-6 School Engagement

Facilitator Name: Heather Knapp

Plan Revision/Submission Date: District Level Reviewer Name,

Title: Nichole Cunningham, Federal Programs Coordinator 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)

Kelly Smith PTO President/parent

Addie Gibbins Parent

Jess Knapp Principal

Farrah Upton Teacher

Wendy Nelson Teacher

State Ark. Code Ann. § 6-15-1701 et seq. Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement Federal Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C.

§§ 6312, 6318, 6320 Find additional guidance on the DESE Parent and Family Engagement Requirements webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at ade.engagementmatters@ade.arkansas.gov or 501-371-8051.

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 Page 8 of 9 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