

**School Engagement Plan
St. Joe School
2024-2025**

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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 St. Joe School will involve the parent committee in the development of the school parent and family engagement plan.

The St. Joe School will involve the parent committee in the reviewing, updating, and implementing of the annual school and family engagement plan to meet the changing needs of parents and school.

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 St. Joe School will hand-out the parent and family engagement plan to families at parent teacher conferences October 17th 2024.

The contact information for the St. Joe School's parent engagement facilitator will be given out to parents.

The St. Joe School will distribute a packet annually that:

gives a survey regarding volunteer interests

a description of the parent engagement plan

schedule of parent engagement activities planned throughout the year

ways for parents/families to be involved

Parents can access their child's grades using a PIN number they received at the beginning of the school year.

Parents can use E-Mail to communicate with members of the school staff.

The school will send home the student's Star test scores.

The school will provide progress reports to parents every 4-5 weeks and report cards every 9 weeks.

The school marquee, the school website, and Facebook page are used to make parents aware of upcoming events.

The St. Joe School will use REMIND to send out a weekly message outlining the week's events and messages.

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)]

The Ozark Mountain School District administrative team will provide workshops and training for staff to prepare the staff to work with parents. - Jess Knapp

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)]

There will be two Parent/Teacher conferences held during the school year. The first conference will be held October 17th, 2024 and the second one will be held February 6th.

Teachers will hold conferences individually with parents of children in their classrooms either virtually or in person. These will include regular P/T conferences (dates are listed above). Special Education conferences, 504 conferences and conferences will be held as needed. Jess Knapp.

The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning:

Teacher Helper

Library Assistant

Buddy Reader

Parent Center

Laminating/Cutting

Tutoring

Family Night Committee

Terrific Kid assemblies. -Jess Knapp

Two music programs throughout the year. December 2024; May 2025

A literacy night in the fall.

A science/math night in the spring to encourage hands-on math and science activities at home.

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)]*

The Searcy County Ministerial Alliance provides funding for our school's food backpack program, school supplies, and shoes for students in the county.

The St. Joe First Baptist Church, Marshall Assembly of God, and other local churches provide funding for our food backpack program.

The Searcy County Extension Office provides various lessons to students (financial literacy, health/wellness).

The Kiwanis Club provides awards for the Terrific Kid program.

The Searcy County Rural Help Center provides backpacks and school supplies for all of our students. The Rural Help Center also provides Christmas blessings to students at the Christmas music program.

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)]

The St. Joe School will hold their Title 1 meeting September 2024. The St. Joe School will announce it on the school marquee, the school's website, and the school's Facebook page.

The school will hold their annual Title 1 meeting separate from any other meetings or activities to ensure that they have enough time to provide a description/explanation of school curriculum, information on assessments, and any other questions parents may have.

The agenda, sign-in sheet, and the minutes for the meeting will be generated separately from any other events and kept on file in the school's office.

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)]*

The school creates a School Parent compact which will outline how parents, school staff, and students share the responsibility for improving student academic achievement. The school staff, parents, and students will review the compact and will work with administrators for any changes in the compact.

The compact outlines how parents, school staff, and students share the responsibility for improving student 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.

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 district set aside funds for parent and family engagement. Funds are used to support parent meetings, literacy nights, math nights, and other events in which parents are invited to attend.

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|-------------------|
| 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)]

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| School Information |
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|---|-------------------|
| School Name: | St. Joe School |
| School Engagement Facilitator Name: | Heather Knapp |
| Plan Revision/Submission Date: | 8/1/24 |
| District Level Reviewer Name, Title: | Nicole Cunningham |
| District Level Approval Date: | 8-2-24 |

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) |
|------------|-----------|---|
| Heather | Knapp | Parent Facilitator |
| Mrs. | Forney | Parent |
| Tammy | Methvin | parent |
| Bailey | Reynolds | teacher |
| Trish | Bartley | parent |
| Diane | Grinder | 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.

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: