

2025-26 Arkansas Engagement Plan Ozark Mountain High School

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

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)]

Ozark Mountain High School works collaboratively with parents and families to develop, review, and evaluate policies and programs that promote meaningful engagement and directly support student academic achievement. These efforts are rooted in a shared commitment to transparency, inclusion, and responsiveness to the specific needs of students and their families.

1.1: Collaboration in Creating the Engagement Plan

In accordance with A.C.A. § 6-15-1702(a), the school develops its Parent and Family Engagement Plan in collaboration with a committee of parents. This year's plan was reviewed and updated at a committee meeting, where input was collected to evaluate the effectiveness of prior strategies and to shape future efforts. Once finalized, the plan is made widely accessible in the following ways:

- Posted on the **school website** and **school Facebook page**
- Displayed in the **school foyer**
- Distributed during **Parent-Teacher Conferences**
- Filed with the **Department of Education**

The plan includes a range of programs and practices that reflect the school's academic improvement goals, as well as the engagement needs of our families. These include materials available for parent checkout in the library, computer access for grade monitoring and academic support, and annual informational packets that outline family roles, planned events, and communication strategies between home and school.

1.2: Ensuring Representation and Inclusion of Title I Families

As required by *ESSA §1116(c)(3)*, Ozark Mountain High School makes a concerted effort to ensure that families of Title I students are well-represented in all engagement planning and decision-making processes. This includes:

- Distributing a **Parent Involvement Survey** with beginning-of-year paperwork and through **school social media** to recruit members for the Parent Involvement Committee
- Encouraging all parents to review and provide feedback on the **Title I Plan**, available in the Parent Resource Center and provided at fall Parent-Teacher Conferences
- Providing digital access to the plan through the **school's website**
- Including parents in the **annual evaluation of the Title I, Part A program** via a comprehensive fall semester needs assessment, which gathers data on workshop attendance, parent needs, strategy effectiveness, and family involvement in academic support

Additionally, the school provides a **certified Parent Facilitator**, as required by the state, to coordinate engagement efforts and serve as a liaison between school staff and families.

Supporting Structures for Engagement

- **Volunteer Interest Surveys** are sent home at the beginning of the year to match parents with opportunities that align with their interests.
- **Parent Informational Packets** are distributed annually and include details about engagement activities, communication systems (notes, calls, email), and guidance on family involvement.
- **Parent Compact Agreements**, found in the Ozark Mountain School District Handbook and online, outline shared responsibilities among parents, teachers, and students to support learning goals.
- The **Parent Center**, located in the school library, houses parenting books and educational resources. A catalog of materials is posted on the school's website.
- The school promotes **responsible parenting** through advertised, borrowable resources and ensures a clear **process for resolving parental concerns**, published in the school handbook.

Through these measures, Ozark Mountain High School ensures that its Parent and Family Engagement Plan is not only jointly developed, but also reflective of the real needs, voices, and aspirations of its families.

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)(i)]
- **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)]

Ozark Mountain High School recognizes that strong, consistent communication with families is essential to student success. The school is committed to providing timely, accessible, and clear information to parents and guardians through a variety of formats, ensuring they are well-informed and actively engaged in their child's education.

2.1: Annual Informational Packets and Two-Way Communication

In compliance with *A.C.A. § 6-15-1702(b)(3)(B)(i)*, the school distributes an annual informational packet tailored to the age and grade level of each child. This packet includes:

- A description of the Parent and Family Engagement Program
- Recommended roles for parents, students, teachers, and the school, as outlined in the Parent-Teacher Compact (included in the Ozark Mountain School District Handbook and posted on the district website)
- Suggestions for ways families can become involved in their child's education
- A calendar of parent and family engagement activities scheduled throughout the school year
- A volunteer interest survey, distributed with the beginning-of-year paperwork
- Information on the school's regular, two-way communication systems, including phone calls, notes, emails, and parent-teacher conferences

To further support ongoing communication, parents are given PIN access to an online gradebook system. Parents are also encouraged to visit the Parent Resource Center in the school library, where they may use school computers to check grades and browse educational websites.

2.2: Accessible, Understandable, and Multi-Format Communication

Ozark Mountain High School ensures that all communication related to school programs, meetings, and activities is provided in a format and language that parents can understand, as practicable, in accordance with *ESSA §1116(e)(5)*.

Information is shared in multiple formats, including:

- Printed handouts and notices sent home
- Updates posted on the school's website and Facebook page
- Reminders through school messaging systems and mobile apps
- Verbal communication during meetings and conferences

The Title I Plan and Parent and Family Engagement Plan are available in the Parent Resource Center, located in the front hallway and school library. Copies are provided to parents at fall Parent-Teacher Conferences and are accessible on the school's website and social media pages. A list of available parenting resources is also posted online.

2.3: Flexible Meeting Opportunities

In compliance with *ESSA §1116(c)(2)*, the school offers flexible scheduling for parent meetings and events. Parent-Teacher Conferences are held during both daytime and evening hours to accommodate working families. Additional meetings with teachers, counselors, or administrators can be arranged upon request. The school encourages open communication through in-person visits, phone calls, virtual meetings, and written correspondence, depending on each family's needs.

Additional Supports

- **Parent Resource Center:** Located in the school library, this center offers parenting books, magazines, and other helpful materials, which are advertised and available for check-out.
- **Parent Facilitator:** A certified Parent Facilitator is designated to coordinate and support the school's family engagement efforts.
- **Parental Concern Process:** The school handbook outlines a clear, step-by-step process for resolving parental concerns, including identifying the issue, who to contact, and how to seek resolution.

Through these practices, Ozark Mountain High School maintains clear, consistent, and welcoming communication that supports strong school-family partnerships and encourages active participation in the educational process.

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); A.C.A. § 6-15-1702(b)(3)(B)(ii)]

Ozark Mountain High School is dedicated to building the capacity of all staff members to work with parents as equal partners in the educational process. Our approach is rooted in ongoing professional development, clear communication practices, and an emphasis on shared responsibility for student success.

3.1: Staff Development for Family Engagement

In compliance with the State Board of Education's *Standards for Accreditation of Arkansas Public Schools and School Districts*, all teachers and administrators at Ozark Mountain High School completed the required hours of Family Engagement professional development in August 2022. This training was delivered through **Arkansas IDEAS** and focused on the importance of parent involvement, effective communication strategies, and inclusive practices that value the contributions of all families.

To ensure comprehensive training across all school roles, **specialized instruction** will also be provided to support personnel, administrators, and classified staff. With the assistance of parents, this instruction emphasizes the following:

- The value and utility of parent contributions in supporting student learning
- How to reach out to and communicate with parents as **equal partners**, including those with diverse needs or languages
- Strategies to implement and coordinate parent involvement programs
- Ways to welcome families into the school environment and seek parental support
- Procedures for addressing and resolving parent concerns as outlined in the school handbook

Resources and Opportunities for Families

In support of this commitment, Ozark Mountain High School will:

- Distribute a **flyer promoting Arkansas Department of Education family engagement resources**, including tools available on their website. This flyer will be sent home in backpacks and posted to the school website and social media pages.
- Host an **Open House on August 7, 2025**, where parents will receive school information, meet staff, and be introduced to available school and community resources.
- Provide **face-to-face and virtual instruction** to parents on how to incorporate developmentally appropriate learning activities in the home environment.

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 Division of Elementary and Secondary 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)]*

Ozark Mountain High School is dedicated to strengthening the role of parents in supporting student academic success. Through ongoing communication, parent training opportunities, resource sharing, and involvement in decision-making, the school empowers families to take an active and informed role in their children's education.

4.1: Providing Timely Academic Information

In accordance with *ESSA § 1116(c)(4)(B)*, Ozark Mountain High School provides families with timely and accessible information regarding curriculum, assessments, and academic expectations. During **Parent-Teacher Conferences** held on **September 25, 2025** and **February 5, 2025**, parents receive updates on the curriculum, grading practices, state and local assessments—including alternate assessments—and the performance standards students are expected to meet. The **Open House** on **August 7, 2025** introduces families to instructional resources, course overviews, and student expectations. Additional updates are posted to the school website, social media platforms, and digital parent communication tools such as **Remind**.

4.2: Assisting Parents in Understanding Title I and Monitoring Student Progress

To comply with *ESSA § 1116(e)(1)*, the school hosts a **Title I Annual Meeting** in **September 2025**, led by **Federal Programs Coordinator Nichole Cunningham**, to review Title I, Part A requirements and explain the services it provides. During this meeting and throughout the year, parents receive guidance on how to monitor academic progress through the online gradebook and parent portals, accessible from school computers or personal devices. The **School-Parent Compact Meeting**, also in **September 2025**, further explains shared responsibilities for student achievement and strategies for effective home-school collaboration.

4.3: Materials and Training to Help Parents Support Achievement

Ozark Mountain High School provides a variety of materials and learning opportunities to help parents support their children's success, in accordance with *ESSA § 1116(e)(2)*. Resources are available for check-out in the **school library**, including books and materials on literacy, parenting, and academic support. Computers are available for parents to check grades or visit educational websites. A flyer highlighting tools from the **Division of Elementary and Secondary Education** website is distributed to families and posted online and on Facebook. Instruction on supporting learning at home is provided both in person and virtually, with sessions focused on developmentally appropriate activities, technology use, and safe digital practices.

4.4: Involving Parents in Multiple Roles

Aligned with *A.C.A. § 6-15-1702(b)(1)* and *ADE Rules Governing Parental Involvement Section 3.03*, the school encourages parents to participate in a wide variety of roles. Parents are invited to engage in volunteer activities, attend **monthly PTO meetings**, serve on school committees, assist with learning activities, and collaborate on the development of school goals and priorities. Feedback from parents is used in the evaluation of the School Improvement Plan and other academic initiatives.

4.5: Promoting Responsible Parenting

To support responsible parenting as outlined in A.C.A. § 6-15-1702(b)(4)(A), the school provides access to informative parenting materials through the **school library**. These include books, magazines, and handouts on child development, academic support, and positive discipline. Available resources are advertised through the school website and newsletters, and parents are encouraged to borrow materials for use at home. The school is exploring opportunities to create a formal **Parent Resource Center**, as funding allows.

4.6: Instruction on Developmentally Appropriate Learning at Home

In keeping with A.C.A. § 6-15-1702(b)(5)(B)(ii), the school provides instruction to parents on how to implement developmentally appropriate learning activities in the home. This includes workshops conducted by staff and trained volunteers. Parents are introduced to state-provided online tools (e.g., <https://dese.ade.arkansas.gov/>) particularly for high school students preparing for postsecondary transitions. The school supports college and career readiness through events such as **college days**, visits from **college and trade school representatives**, **military recruiters**, and **financial aid workshops**. Seniors receive training in career research, college application processes, and personal finance planning—efforts that are communicated clearly to families.

Ozark Mountain High School recognizes that when families are informed, equipped, and empowered, student outcomes improve. The school remains committed to strengthening its partnership with parents by providing the tools, training, and opportunities needed to support every student's academic journey.

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)]

Ozark Mountain High School is committed to engaging a network of organizations, businesses, and community partners—including alumni—to ensure students and families are supported academically, socially, and emotionally. Our goal is to remove barriers to learning by integrating external resources and wraparound services into the school environment.

5.1: Investigating and Utilizing Community Resources in the Instructional Program

In accordance with *ADE Rules Governing Parental Involvement Section 5.06*, the school regularly assesses community resources and strategically incorporates them into the instructional program and support services. For example:

- **Chenal Family Therapy** provides weekly and as-needed mental health counseling for students. These services are coordinated with school staff to ensure students' emotional and behavioral needs are addressed in tandem with academic progress.
- **OUR Cooperative** supplies toothbrush kits to K–6 students, promoting health education and hygiene, which are essential to consistent school attendance and participation.
- **TRIO Talent Search**, a federal program offered in partnership with local institutions, provides college and career readiness support, including financial aid counseling, goal-setting, and college visits, integrated into secondary instruction.

5.2: Coordinating with Federal, State, and Local Programs

Aligned with *ESSA §1116(e)(4)*, Ozark Mountain High School partners with a wide range of programs to support transitions between educational levels and provide wraparound services that allow students to arrive at school ready to learn. Examples include:

- Collaboration with **Head Start and local pre-K providers** ensures a smooth transition into kindergarten.
- The school organizes **career and college exploration activities**, job-shadowing experiences, and work-based learning opportunities in partnership with local businesses and postsecondary institutions.
- The **Brandon Burlsworth Foundation** and **Lions Club** ensure students have access to prescription eyeglasses, removing a key obstacle to classroom learning.
- The **Rotary Club** donates clothing and hygiene items, while the **McKenna Grace Foundation** provides winter coats, both supporting basic needs so students can focus on school without distraction.
- **Supporting Transitions and Communication**
To help families navigate important academic transitions, the school employs a career coach, and will partner with **colleges, trade schools, and the military** to ease the move from high school to postsecondary life. Seniors engage in activities such as:
 - Career and college research
 - College application and FAFSA workshops

Parents are kept informed of these activities and other important events through:

- The school website and social media
- Remind text messages
- The school sign and printed flyers

Through these coordinated efforts, Ozark Mountain High School ensures that staff are not only trained but also supported in treating parents as respected and essential partners in education.

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)]

Ozark Mountain High School recognizes the importance of keeping parents well-informed of their rights and responsibilities under the Title I program. The school ensures compliance with ESSA §1116(c)(1) by conducting an Annual Title I Meeting designed to inform families about the program, the school's participation, and opportunities for parental involvement.

6.1: Conducting the Annual Title I Meeting

Ozark Mountain High School will hold its Annual Title I Meeting in **fall 2025**, ensuring families are fully informed about:

- The **requirements of Title I**
- The **school's participation in Title I programming**
- **Parental rights** under Title I, including the *Right to Know Teacher Qualifications* and the *Right to Request Meetings*

The meeting will be held **in-person and/or virtually**, providing flexible options for families to attend. The school will **advertise the date, time, and format of the meeting** using multiple communication channels including the **school marquee, official school website, and school Facebook page** to maximize outreach and awareness.

To ensure clarity and focus, the **Annual Title I Meeting will be held separately** from other school events or parent meetings. This format allows ample time to deliver a detailed explanation of:

- The school curriculum
- Academic assessment tools and standards
- Expectations for student achievement
- Opportunities for parental involvement
- Procedures for requesting teacher qualification information and parent conferences

The following documentation will be generated specifically for the Title I meeting and **maintained on file in the school office**:

- A detailed **agenda**
- **Sign-in sheets**
- Official **meeting minutes**

Parents will also have the opportunity to ask questions, provide input, and learn how they can actively participate in their child's academic success through Title I initiatives.

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)]

Ozark Mountain High School

Ozark Mountain High School recognizes the critical role that families, staff, and students play in academic success. In accordance with *ESSA §1116(d)*, the school jointly develops and annually reviews a School-Parent Compact that outlines the shared responsibilities for improved student academic achievement and establishes the foundation for a strong school-family partnership.

7.1: Development and Key Components of the Compact

The School-Parent Compact is collaboratively developed with input from families, teachers, administrators, and students through surveys, Title I parent meetings, and the annual spring parent engagement forum. During these gatherings, stakeholders discuss the compact's content and make revisions based on school goals and student needs.

The compact clearly defines the shared responsibilities of parents, school staff, and students in the following areas:

- Supporting high academic expectations by ensuring regular attendance, completing assignments, and engaging in learning activities at home and school.
- Participating in a minimum of two parent-teacher conferences per year, during which the compact is reviewed and progress discussed.
- Providing families with frequent reports on student progress, including mid-term updates and report cards each grading period.
- Offering reasonable access to teachers and administrators through scheduled conferences, email, phone calls, and drop-in office hours.
- Creating meaningful volunteer opportunities and allowing parents to observe classroom activities by appointment, thereby promoting transparency and trust.

7.2: Access and Communication of the Compact

The compact is distributed to all families in multiple formats to ensure accessibility and understanding:

- It is published in the **Student Handbook**, which is provided both in print and online at the beginning of the school year.
- A hard copy of the compact is provided and discussed at the **fall and spring parent-teacher conferences**, with signatures collected to affirm commitment from parents, teachers, and students.
- The compact is reviewed and revised **annually**, with feedback collected during family engagement events, surveys, and advisory committee meetings.
- Families may also access the compact anytime via the school's website
- By maintaining open communication and clearly outlining shared responsibilities, Ozark Mountain High School ensures families are empowered to be full partners in their child's education.

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)]

Ozark Mountain School District is committed to using Title I, Part A funds set aside for parent and family engagement to build meaningful partnerships between families, educators, and the community. These funds are used strategically to increase participation, foster two-way communication, and create opportunities for families to be involved in the academic success of their children.

8.1: Use of Set-Aside Funds

In accordance with *ESSA §1116(a)(3)(A)*, the district allocates Title I, Part A set-aside funds specifically for parent and family engagement activities. These funds are used to support:

- **Parent meetings and training sessions**, including those focused on literacy, student achievement, and effective parenting strategies.
- **School events that promote family involvement**, such as Open House, Family Literacy Nights, and Parent-Teacher Conferences.

- **Materials and resources** that help parents support learning at home, including take-home packets and access to online tools.
- **Childcare and refreshments** during family events, when appropriate, to remove barriers to attendance.

Prioritization of spending is based on feedback gathered from school-level needs assessments, previous event attendance, and input from parents and educators. School administrators, teachers, parent leaders, and the District Federal Programs Coordinator collaborate to determine how these funds can have the greatest impact.

8.2: Parent and Family Input in Budget Decisions

In alignment with *ESSA §1116(a)(3)(B-D)*, the district ensures that parents and family members are involved in planning and decision-making around the use of set-aside funds through the following methods:

- **Annual Title I Parent Meetings**, where parents learn about the school's Title I program and are invited to provide input on engagement priorities.
- **Parent surveys**, which help gather feedback on the usefulness of current programs and desired future activities.
- **Parent and family engagement committees**, which include parent representatives
- **Public review of the Parent and Family Engagement Plan**, which includes opportunities for comment and revision based on stakeholder input.

Through these strategies, Ozark Mountain School District ensures that parent and family engagement funds are used effectively and reflect the priorities of the families we serve.

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:
- o the School Engagement Plan
 - o a parent-friendly explanation of the School and District's Engagement Plan
 - o the informational packet
 - o 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:
 - o to help organize meaningful training for staff and parents,
 - o to promote and encourage a welcoming atmosphere, and
 - o to undertake efforts to ensure that engagement is recognized as an asset to the School.
 [A.C.A. § 6-15-1702(c)(1-2)]
- ☐ **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:
 - o what students will be learning
 - o how students will be assessed
 - o what a parent should expect for his or her child's education
 - o 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.](#)
- [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](#)

School Name:	Ozark Mountain High School
School Engagement Facilitator Name:	Kim Gilley
Plan Revision/Submission Date:	May 15, 2025
District Level Reviewer Name, Title:	
District Level Approval Date:	

Committee Members, Role

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

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Kim	Gilley	Parent Facilitator
Mary	Wheeler	Parent
Megan	Hill	Parent
Kelly	Smith	PTO President

District Reviewer Responses

Section 1 - Jointly Developed

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

Section 2 - Communication

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

Section 3 - Building Staff Capacity

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

Section 4 - Building Parent Capacity

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

Section 5 - Coordination

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

Section 6 - Annual Title I Meeting

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

Section 7 - School-Parent Compact

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

Section 8 - Reservation of Funds

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]