



## Lavaca High School Family and Community Engagement Plan 2022-2023

### **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 and teachers will work together to develop the Family and Community Engagement Plan (FACE) (Shannon Todaro, Parent Facilitator 479.674.5612)
- An evaluation will be conducted in the spring, at the end of the school year, to request feedback on the current year's plan and programs and to elicit ideas for the upcoming school year (Shannon Todaro, Parent Facilitator 479.674.5612)
- Any comments will be submitted to the district if the Parent and Family Engagement Plan is not satisfactory to parents (Felicia Owen, Principal 479.674.5612)
- Planning, review, updates, and improvements of the Parent and Family Engagement Plan (PFEP) may be accomplished through collaboration with the coalition of parents and community representatives (Shannon Todaro, Parent Facilitator 479.674.5612)

### **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 Family and Community Engagement Plan (FACE) will be placed on the district website by August 1 (Shannon Todaro, Parent Facilitator 479.674.5612)
- The FACE will be written in an understandable and unique format, to the extent practicable, provided in a language the parents can understand, and the informational packet will be age and grade-appropriate for the child (Shannon Todaro, Parent Facilitator 479.674.5612)
- An informational packet will be distributed annually to include a description of the FACE, recommended roles, ways for a family to get involved in a variety of roles, a survey regarding interests, a schedule of activities planned throughout the school year, and a regular, two-way, and meaningful system for parents/teachers to communicate (Shannon Todaro, Parent Facilitator 479.674.5612)
- A parent-friendly summary/explanation of the FACE will be placed online and as a supplement to the student handbook (Shannon Todaro, Parent Facilitator 479.674.5612)
- Signatures, upon receipt of the handbook, will be obtained either digitally/manually from each parent and/or guardian acknowledging receipt of the FACE summary (Shannon Todaro, Parent Facilitator 479.674.5612)
- Parent meetings will be offered at various times and in various formats throughout the year. (Transportation, childcare, and home visits may also be offered to prevent barriers to parent and family engagement (Felicia Owen, Principal 479.674.5612)

### **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)]

- Professional development requirements are met by teachers and documented by the district. (Felicia Owen, Principal 479-674-5612)
- An Indistar Team comprised of teachers, administrators, and parents have been formed to support and play an integral role in assisting in student learning (Felicia Owen, Principal 479.674.5612)

- Parent surveys are sent home at the end of the year to give parents a voice in how to improve our school for students and request parent and family engagement activities (Shannon Todaro, Parent Facilitator 479.674.5612)
- Parents are recognized as a full partner by including in the handbook the school's process of resolving parent concerns (Felicia Owen, Principal 479.674.5612)

#### **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)]

- Open House/Orientation - August 2022 (Felicia Owen, Principal 479.674.5612)
- Parents are provided with a description and explanation of assessment results (ACT & ACT Aspire) to measure student progress and achievement levels of the challenging State Academic Standards when they are available from DESE (Felicia Owen, Principal 479.674.5612)
- Description and explanation of the curriculum in use is provided to parents through the course syllabus, the Annual Title I Meeting, School Board meetings, the newspaper, and the district website (Felicia Owen, Principal 479.674.5612)
- Fall Parent/Teacher Conferences - October 18 & 20, 2022 (Felicia Owen, Principal 479.674.5612)
- Senior orientation - August 9, 2022 - (Felicia Owen, Principal 479.674.5612)
- High School orientation grades 9-11 - August 11, 2022 (Felicia Owen, Principal 479.674.5612)
- Orientation/CAP for incoming 8th grade - Spring 2023 (Felicia Owen, Principal 479.674.5612)
- CAP 9th - 12th - Spring 2023 (Felicia Owen, Principal 479.674.5612)
- Parent-Teacher Organization (PTO) Meetings (TBA) (Shannon Todaro, Parent Facilitator 479.674.5612)
- Spring Parent/Teacher Conferences - February 14 & 16, 2023 (Felicia Owen, Principal 479.674.5612)
- Parents are provided with individual student academic assessment results and an interpretation of those results during Parent/Teacher conferences and progress reports sent home once a quarter. (Felicia Owen, Principal 479.674.5612)
- A Report to the Public, Strategic Planning meetings, Open House, Parent/Teacher Conferences, Home Access to eSchool (HAC), and the Health and Wellness Committee meetings are provided to assist and instruct parents of children served by the school in understanding Arkansas Academic Standards, state and local academic assessments including alternate assessments, Title I, Part A, strategies parents can use to support their child's academic progress, ways to partner with teachers to support their child's academic achievements, how to incorporate developmentally appropriate learning activities, how to use the ADE website and tools for parents [<http://arkansased.gov>], nutritional meal planning and preparation, how parents of high school students can be involved in the decisions affecting course selection, career planning, and preparation for post-secondary opportunities, demonstrating role-play techniques by training volunteers (Felicia Owen, Principal 479.674.5612)
- Responsible parenting is promoted and supported by the Family and Community Engagement Plan (Shannon Todaro, Parent Facilitator 479.674.5612)

## **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)]

- Community resources are continually investigated and utilized in the instructional program. Colleges come for College and Career Night to talk with students and parents about their college, various businessmen and women participate in Senior Seminar offering tips and suggestions on preparing for life after high school (Felicia Owen, Principal 479.674.5612)
- Sharing of Student Success Plans with parents is a part of the coordination and integration of the Family and Community Engagement Programs and Activities (Felicia Owen, Principal 479.674.5612)
- Responsible parenting is promoted and supported through the LHS Parent Center, Parent/Teacher Conferences (2 per year), and parent nights. Video conferencing may take the place of in-person. (Shannon Todaro, Parent Facilitator 479.674.5612)
- An alumni advisory commission is utilized as former high school students help prepare current high school students as they transition for college/workforce (Felicia Owen, Principal 479.674.5612)
- A Parent-Teacher Organization has been enabled and officers are utilized in making appropriate decisions (Shannon Todaro, Parent Facilitator 479.674.5612)
- Lavaca High School engages in activities that use community resources to strengthen school programs, practices, and learning such as the Homeless Liaison for food, water, and clothing (Lacie Kilbreath, Homeless Liaison 479.674.5612)
- The FACE is comprehensive and coordinated through the efforts of staff and administration in all buildings and at the district level working together (Shannon Todaro, Parent Facilitator 479.674.5612)
- The FACE is incorporated into the school's improvement plan (Felicia Owen, Principal 479.674.5612)

## **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)]

- Not a Title 1 school at this time

## **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)]*

- Request parent volunteers to serve on the Parent Committee (Shannon Todaro, Parent Facilitator 479.674.5612)
- Parents, teachers, and administrators will work together to develop the School-Parent Compact which will outline the responsibilities for parents, all school staff, and students for improved student academic achievement (Shannon Todaro, Parent Facilitator 479.674.5612)
- Parent-School Compact will address the importance of regular two-way, meaningful communication through two Parent/Teacher Conferences, frequent reports on progress, reasonable access to staff, opportunities to volunteer, and observation of classroom activities. Parent-School Compact will build and develop a partnership to help children achieve the challenging State Academic Standards (Felicia Owen, Principal 479.674.5612)
- Parent-School Compact will be distributed electronically to parents during Back to School Orientation in August 2022 (Felicia Owen, Principal 479.674.5612)
- Compact is signed by parents, students, and principal and maintained on file in the principal's office (Felicia Owen, Principal 479.674.5612)
- A volunteer resource book listing interests and availability of volunteers has been compiled and school staff is encouraged to use the book when parent volunteers are needed (Shannon Todaro, Parent Facilitator 479.674.5612)
- Parents will be involved in a variety of roles such as committees & volunteer opportunities (Felicia Owen, Principal 479.674.5612)

### **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)]

- N/A - The district does not receive more than \$500,000 in Title I allocation

### Assurances

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

- ☒ **A.1:** The School understands that annually by August 1, the public School's Engagement Plan shall be developed, or reviewed and updated.  
[ADE Rules Governing Parental Involvement Section 3.02.3]
- ☒ **A.2:** The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:
  - The School Engagement Plan
  - A parent-friendly explanation of the School and District's Engagement Plan
  - The informational packet
  - Contact information for the parent facilitator designated by the School.  
[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]]
- ☒ **A.3:** The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.  
[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]
- ☒ **A.4:** The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)  
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]
- ☒ **A.5:** The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.  
[A.C.A. § 6-15-1704(a)(3)(B)]
- ☒ **A.6:** The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:
  - to help organize meaningful training for staff and parents,
  - to promote and encourage a welcoming atmosphere, and
  - to undertake efforts to ensure that engagement is recognized as an asset to the School.  
[A.C.A. § 6-15-1702(c)(1)]
- ☒ **A.7:** The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book.  
[A.C.A. § 6-15-1702(b)(6)(B)(ii)]
- ☒ **A.8:** The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.  
[A.C.A. § 6-15-1702(b)(3)(B)(ii)]

- ☒ **A.9:**The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.  
[ADE Rules Governing Parental Involvement Section 3.02.2]
- ☒ **A.10:**The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:
- what students will be learning
  - how students will be assessed
  - The informational packet
  - what a parent should expect for his or her child's education
  - how a parent can assist and make a difference in his or her child's education.  
[A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]
- ☒ **A.11:**Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.  
[A.C.A. § 6-15-1702(b)(7)(B)(ii)]
- ☒ **A.12:**The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.  
[A.C.A. § 6-15-1702(b)(6)(B)]
- ☒ **A.13:**The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.  
[ESSA § 1116(a)(3)(D)]
- ☒ **A.14:**The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to [ade.engagementmatters@ade.arkansas.gov](mailto: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:**

Lavaca High School



<b>School Engagement Facilitator Name:</b>	Shannon Todaro
<b>Plan Revision/Submission Date:</b>	August 1, 2022
<b>District Level Reviewer Name, Title:</b>	Wendi Curtis
<b>District Level Approval Date:</b>	7/6/2022

**Committee Members, Role**

<b>First Name</b>	<b>Last Name</b>	<b>Role (<i>Teacher, Staff, Parent, Student, or Community Member</i>)</b>
Felicia	Owen	Principal
Shannon	Todaro	Teacher - Parent Engagement Coordinator
Steve	Moody	Counselor
Dale	Teague	Director of Safety & Security
Ashely	Gilmore	Teacher
Paula	Cooper	Teacher
Jody	Wein	Teacher
Lori	Mello	Teacher
Amber	Graves	Teacher
Cristi	Hobbs	Parent
Sara	Floyd	Parent