

AR  
Harrisburg High School (Harrisburg School District)  
207 West Estes  
Harrisburg AR 72432  
870-578-2417

### **School Engagement Plan**

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 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 Engagement Plan is created collaboratively between stakeholders. Parents, teachers, and community members analyze school data, discuss identified learning needs, and collaborate to develop the plan. Our School Engagement Plan rolls out to our community in multiple ways.

Through out the school year parents/guardians and students will be expected to complete multiple surveys that will be used to improve the school, parent, and family engagement plan. The data from the surveys will be evaluated and used to make improvements the parent and family engagement program and to better reach students.

The Title 1 Annual Meeting we will be held in the fall of the 2022-2023 school year. Prior to this meeting, an online survey will be posted to gather input. During this meeting, the high school will share information giving parents/guardians an opportunity to better understand Title 1 requirements, the school's participation, and the parents' right to be involved. Parents, families and students will be invited through social media, publicity, newsletters, and verbal and printed invitations. A post survey will also be used to collect future ideas given that parents may have a better understanding or new ideas after meeting.

The school will inform and engage parents in the decision making process about the allocation of its Title 1, Part A funds for parental involvement at various meetings and at the Annual Report to the Public meeting.

Parents/guardians will have the opportunity to attend Open House events, Parent/Teacher Conferences, special events, and meetings as necessary. The local educational cooperative and online courses are also options for parents who seek trainings and information.

The school will encourage the development of a Parent Teacher Association or organization that will encourage parent and community involvement in the school and aid in the development of the School, Parent, and Family

Engagement plan.

The school plans to hold a meeting in the fall of 2022 to discuss the needs of the students with various members of the faculty and administration throughout the district and a variety of community stakeholders. From this meeting, improvements to the Parent and Family Engagement Plan will be made and we are asking for suggestions on how to improve our outreach to students, parents and community members.

The school will take advantage of community resources and consider recruiting alumni from the school to create an alumni advisory committee to provide advice and guidance for development and improvement to the school, parent, and family engagement plan.

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## **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 school uses various methods of communication to reach out to our parents/guardians and community members.

Each student will receive a "Student Packet Folder" that includes relevant information. School overviews, student schedules; parent handbooks that highlight the roles of all stakeholders; volunteer opportunities; calendars and schedules; teacher contact information and class overviews; and student and school handbooks are key components to these folders.

The following are used to inform them of upcoming events, meetings, notices, and reminders: Facebook, Instagram, Gabbarts E-Notes, Email, Monthly Newsletter, Home Access Center, School Website, Online Event Calendar.

The school has scheduled two Parent-Teacher conferences throughout the year in which parents/guardians are provided with progress reports, report cards, RTI information, and/or testing data (ACT Aspire, Classworks). During this time parents/guardians also have an opportunity to discuss their child's academic progress with each teacher. Dates to be held: October 20, 2022 and March 16, 2023.

At the year's "Back to School Open House," parents and students will visit with teachers, pick up schedules and communication folders, and learn about school routines. This will be held from 2pm to 6pm on August 11, 2022.

The school will use the student handbook, school and district websites, and signage throughout the campus to inform parents/guardians of the Title 1 Plan and the Family Engagement Plan and how to access informative

documents.

The school will distribute informational packets including contact information, volunteer opportunity information, parent and family engagement plan, and a school calendar.

The school will offer parent meeting opportunities at various times through out the school year both in the morning and in the evening. The school will also offer a variety of methods of communication in which meeting between parents and staff could be conducted including but not limited to; staff-parent emails, staff- parent phone calls, staff- teacher contact through social media (Facebook, twitter, Instagram) link parents to individual staff's google classrooms, and mailing information to student homes, and home visits.

The school will offer parent/guardian training opportunities geared toward virtual learning and how parents can help support and encourage their students' success.

In addition, the school regularly posts online surveys to engage families, to inquire about needs, to ask for suggestions, and to offer information.

Based on student paperwork and their spoken language preferences, school paperwork and information is sent home and/or shared digitally through the English language. We will prepare papers in other languages when needed.

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### **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 opportunities will be provided to all school staff. The professional development will include sessions based on: how to involve families in new ways; awareness of parent talents and interest in school and children; positive communication techniques with families; understanding families' backgrounds, cultures, concerns, goals, needs, and views of their children.; respect for families' strengths and efforts; understanding of student diversity; awareness of own skills to share information on child development.

By law, all educators must achieve a certain number of training hours each summer. We submit records of attendance to our administrator and these are kept on file. In addition, our local district determines training and professional development that teachers must learn. In our district level professional development, we reflect and discuss how parents are a vital role to our students learning. Many of our professional development trainings relate to parent involvement and how to best communicate student needs to parents. The online platform "Arkansas Ideas" is regularly used and accessed by teachers and is a great tool utilized by teachers for learning and addressing needs.

We continually discuss the importance of establishing parent contact and maintaining a communication log and offer suggestions on how to better reach stakeholders.

In our student handbook, there is a guideline for addressing problems and we reference this in trainings so teachers will understand that their roles and the process as students and families navigate learning.

With our newsletters, we include information about how we value parents and recognize they are important in their child's learning, offer resources to help them engage with both students and teachers, and encourage them to work with us through volunteering, regular communication, and attending school events.

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#### **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)]

The school offers a student handbook that includes information about curriculum, timelines and calendars, testing and assessment paperwork, and state requirements. The school posts, shares, and advertises before upcoming events to prepare students.

The school offers support to parents and encourages parent-educator communication. Parents are regularly invited to attend school events, Title I meetings, parent-teacher meetings, and more.

Families are provided with online support and notifications of school events; local trainings specific to learning needs; social media reminders, flyers and publicity; and are regularly invited to attend meetings.

The school will continue to build school-family-community relationships through involvement in extra curricular activities including but not limited to: Parent and Family Workshops, Athletic Competitions, Band and Choir Concerts and Competitions, EAST events, Fields of Faith, JROTC Blood Drive, Spike Out Cancer volleyball game, Spring Art Show, See You at the Pole event, Homecoming Parade and Ceremonies, Christmas Emporium, and more.

These activities not only build relationships with parents/guardians and the community but also provide ample opportunity for volunteers.

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## **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 school collaborates with a variety of partners to provide learning and support to both students and their families.

The local Head Start and Playschool Daycare are valuable childcare centers that our school partners with. Their paperwork is on hand for parents who may be in need and our students regularly volunteer at both centers for learning opportunities.

Our school partners with local businesses and agencies to provide internship and employment opportunities for our seniors and for our special needs students.

The school partners with area technical colleges and the local university to provide our students with concurrent credit.

The school recognizes that high school students will be entering the working world and offers suggestions, trainings, planning meetings, and more to support students in their quest to explore opportunities, choose careers, enter college, apply for jobs or to live successfully outside of their K-12 educational experience.

The school partners with area businesses and community members to plan and implement a Career Day and to tour facilities and workplaces that may offer them future opportunities.

The school partners with the local grocery store, community members, and local churches to provide food for families in need through our High School Backpack program.

Our school is exploring forming a formal Parent Teacher Association but would like to rebrand this so that it includes community members to ensure that we have all businesses represented. This would ensure that we have more outreach and opportunities for our students.

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## **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 Annual Title I meeting will be held in the fall of 2022 and parents will be informed of the requirements of Title I, the school's participation, and their rights to be involved.

Prior to this meeting, an online survey will be posted to gather input and information about parents' understanding and suggestions. During this meeting, the high school will share information giving parents/guardians an opportunity to better understand Title 1 requirements, the school's participation, and the parents' right to be involved. Parents, families and students will be invited through social media, publicity, newsletters, and verbal and printed invitations. A post survey will also be used to collect future ideas given that parents may have a better understanding or new ideas after meeting.

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## **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)]

School staff, parents/guardians, and students will work together to develop a school-parent-student compact. This compact will outline how parents/guardians, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help the students effectively achieve all of the state standards.

To achieve the goals of our school-parent compact, we offer Open House; multiple Parent Teacher Conferences; offer midterm grade reports; have conference times for parent meetings; are more than willing to communicate and visit through meetings, email, text/calls; and are always welcoming parents who would like to volunteer in or observe our classes. In addition, we are more than willing to schedule home visits for parents who have transportation or health issues that prevent them from visiting the school.

We offer parents training opportunities and information on understanding students' test scores and grade level expectations.

Our attendance interventionist makes daily calls to the parents or guardians of students who are absent. We have seen a decrease in absences due to these daily accountability phone calls.

The school-parent compact is included in our beginning of the year "Student Packet Folder" that includes the school handbook. This is typically signed by the parents and returned to be filed with student papers. According to student and family needs, school paperwork and information is sent home and/or shared digitally through the English language. We prepare papers in other languages when needed.

## **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)]

Parent and Family engagement funds received are used to improve communication between the school , parents/guardians, students, and the community. A \$500 Parent Involvement budget is in place and we allocated some of this money for parent/communication folders, for newsletter supplies, and for postage to mail literature to parents.

Parent feedback and suggestions are considered for the allocation of the remaining funds. In the past, parents have suggested mailing flyers directly to students' homes, hosting Parent Night events and providing learning tools for both students and parents.

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

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- ☒ **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)]

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## References

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### 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](#)

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<b>School Name:</b>	Harrisburg High School
<b>School Engagement Facilitator Name:</b>	Karla Garrison
<b>Plan Revision/Submission Date:</b>	7-26-22
<b>District Level Reviewer Name, Title:</b>	Julie Isbell, Director Of Curriculum and Instruction Federal Programs Director
<b>District Level Approval Date:</b>	

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### 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)
Karla	Garrison	Teacher

Mack	Skelton	Staff
Nicole	Geniesse	Staff
Brooklynne	Rapert	Staff
Dave	Schulz	Staff
Lauren	Parker	Parent

### **Committee Members, Role**

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

<b>First Name</b>	<b>Last Name</b>	<b>Role (Teacher, Staff, Parent, Student, or Community Member)</b>
Tracy	Casebier	Parent
Amanda	Mross	Parent
Katie	Dale	Parent
Emaly	Stonecipher	Teacher
Kristin	Wallace	Teacher
Chad	Lacy	Teacher

### **Committee Members, Role**

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

<b>First Name</b>	<b>Last Name</b>	<b>Role (Teacher, Staff, Parent, Student, or Community Member)</b>
Holleah	Adams	Community Member
Kristie	Harlson	Community Member
Nathan	Pierce	Community Member
Morgan	Turner	Community Member

(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](mailto: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

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**Comments:**

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**Section 3 - Building Staff Capacity**

☐ Changes Required

☒ Compliance is Met

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**Comments:**

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**Section 4 - Building Parent Capacity**

☐ Changes Required

☒ Compliance is Met

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**Comments:**

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**Section 5 - Coordination**

☐ Changes Required

☒ Compliance is Met

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**Comments:**

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**Section 6 - Annual Title I Meeting**

☐ Changes Required

☒ Compliance is Met

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**Comments:**

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**Section 7 - School-Parent Compact**

☐ Changes Required

☒ Compliance is Met

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**Comments:**

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**Section 8 - Reservation of Funds**

- ☐ Changes Required
  - ☒ Compliance is Met
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**Comments:**