

## Nevada High School Engagement Plan

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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)]

#### 1.1

The parent-community engagement committee will meet in September and may of each year. During the may meeting any updates or changes that need to be made. During the September meeting the team will again discuss the parent involvement plan as well as discuss the parent engagement activities that will occur during the year.

#### 1.2

During open houses and other community and family events all parents are given an opportunity to join and participate in the development of the family and community engagement plan. The district sends out invitations to join our Engagement Committee to all parents in the district.

### **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)]

## 2.1

Parents and families will receive an informational packet during Open House (August 6, 2024). The informational packet will include a student handbook, how to communicate with teachers, activity schedules, volunteer form, a school calendar and a variety of ways parents can get involved.

## 2.2

Information about parent programs, meeting and other activities will be available to parents in a variety of methods. A monthly newsletter is sent out with upcoming information, meeting and activities will be available on the Nevada Facebook page, and weekly district wide phone calls are made with upcoming events and information by the school district.

## 2.3

Parents will have the option of meeting with teachers and staff members during a variety of times throughout the school day. Parents may also meet via electronic sources if they cannot attend a meeting in person.

### **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)]

## 3.1

Carol Foster, principal, will ensure all teachers have met professional development requirements required by the State. The school will also provide professional development to teachers and administrators on parent engagement, parent communication and relationship building. During the Nevada Summer Institute teachers will collaborate on ways to focus on

parental support during the school year as well as discuss the best practices when it comes to working with and engaging parents in their students learning.

#### **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)]

#### 4.1

During Open House, August 6, 2024, teachers will provide parents with a description of the curriculum and assessments being used in the classroom. Parents will have the opportunity to examine and ask questions. Nevada High Schools handbook will have a copy of the graduation requirements and the school counselors will be on hand to answer any questions or concerns a parent might have. During the first Parent-Teacher Conference, October 2024, parents will be given their student's test scores from the previous year. Teachers will explain results to the parents and provide ways parents may help their child at home in low achieving areas.

#### 4.2, 4.3, 4.4

Nevada High School will host a variety of parent involvement meetings to assist in building parent capacity. The following involvement meetings are scheduled:

Open House, August , 2024

Parent and Family Engagement Meeting, September 2025

Title One Meeting, September 2025

Federal Aid Literacy Night, November 2025

Parent-Teacher Conferences, October 2025

Parent-Teacher Conferences, March 2026

Spring Fling, May 2026

High School Transition Day, May 2026

Parent and Family Engagement Meeting, May 2026

College Preview Days, various times throughout the year

National Honor Society Induction Program, May 2026

#### 4.5

Nevada School district has a parent center with parent information packets and booklets as well as access to technology to assist parents with finding information on numerous topics. This center is run by the parent center coordinator, who works to continually update information and find the most effective practices to help parents help their child.

#### 4.6

Nevada school district has a parent center coordinator that is in charge of assisting parents that may have question or need guidance or training to help them to be more engaged and find appropriate ways to help their learners.

### **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)]

#### 5.1

The district will coordinate with area businesses and community partners to provide additional support and resources to families. Back to school supply drive and Christmas Angels are two examples of how the district and community work together to support families

#### 5.2

The school will host a High School Transition day in May 2025.

#### 5.3

Nevada Elementary School has formed a Parent Teacher Association. Lindsey Casey is the PTA President. The school will utilize the PTA in parent and family engagement planning.

### **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)]

Nevada High School is not a Title I School.

### **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)]

Nevada High School is not a Title I School  
**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)]

Nevada High School is not a Title I School